
LANGUAGE, SOCIETY, AND EMPLOYABILITY: THE ROLE OF COMMUNICATION SKILLS IN HIGHER EDUCATION AND LABOR MARKET READINESS

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Abstract

Language and communication are central to the relationship between higher education, society, and employability. Universities prepare students not only with disciplinary knowledge but also with the ability to communicate ideas, collaborate with others, interpret information, and participate confidently in academic and professional settings. This mini project examines the role of communication skills in higher education and labor market readiness, focusing on academic language, oral and written communication, interpersonal interaction, digital communication, intercultural awareness, and professional self-presentation. The study follows a descriptive and conceptual approach and organizes the topic through a structured framework linking higher education, communication development, social participation, and employment. Particular attention is given to the ways in which students use communication for presentations, academic writing, teamwork, interviews, workplace correspondence, meetings, and customer interaction. The project also considers barriers such as limited confidence, unequal exposure to formal academic or workplace language, fear of public speaking, and differences in educational and social background. The analysis suggests that communication should be developed across the curriculum rather than treated as an isolated language subject. Authentic tasks, feedback, reflection, career activities, and inclusive teaching can help students transfer communication abilities from the classroom to professional environments. The project concludes that communication competence functions as an enabling layer through which graduates demonstrate knowledge, build relationships, solve problems, and adapt to changing labor market requirements.

Keywords

Labor Market Readiness; Academic literacy; Work Place Communication; Digital Communication; Professional skills; Language; Communication skills; Employability; Higher education; Society.

1. Introduction

Language is a critical aspect of learning, community engagement, interpersonal connections and employment for ALL people. The college or university environment, students read academic texts, write assignments, discuss academic topics, ask questions, present data, work together as a team with peers and communicate with teachers and fellow students [1]. However, they also can be applied in the workplace after all students leave school, as all employees need to explain information, prepare documents, attend meetings, deal with various individuals and communicate with customers or the public. But then it is not just about knowledge that is a key enabler to the transition from higher education to employment. How well a graduate learns something in one educational programmed (a structure of learning, such as a discipline or technical skill) without being able to demonstrate this knowledge in the appropriate context (Venus/language), may not be evident. Communication is the medium between known and knowable, known and communicable, known

and documentable, known and negotiable, known and applicable and other known and known relationships. The social role of language is also predominant [2]. Communication is cultural and socially backgrounded, it is closed into a profession, into a region, it is closed into technologies and expectation which are all relativized in communities. The language background/experiences of learners will vary as will their knowledge of the language learnt/teachable and of the language of the workplace. usefulness and legitimacy of the contents do not imply that the language knowledge of the presenter is lacking. However, universities and colleges (as instructional providers) can provide "adapt training" for students' communication skills in diversified environment without disturbing the existing language resources and identities [3].

1.1 Problem Statement

A lot of graduates find it challenging to apply what they have learned in the classroom to their work. Interviews, know-how presentations, teamwork, networking and interacting with customers and co-worker identifies a challenge [4]. This is definitely an issue that can be resolved in a systematic way as far as communication competence in a higher education institution is concerned and its ability to engage students in learning, to reach out to the social environment and to be ready for employment.

1.2 Significance of the Study

The significance of study: Communication skills are needed in various study and careers. The link between language, society, education and employment can assist institutions in creating learning experiences that develop the knowledge and competence to effectively communicate knowledge.

2. Objectives of the Study

- To explore relationship between language and communication competences, higher education and job market.
- To gain an awareness of skills for communicating in the education sector and in the workplace.
- To discuss social and cultural issues and analyses language use in the context of education and work.
- To explore communication problems that may affect the communication of students in making the transition from school to employment.
- Discuss the value of oral, written, interpersonal and digital communication within the work place.
- To outline, in humorous but realistic terms, possibilities for communication development in higher education.
- To bring social background and language to the fore for communication with every student, no matter what his/her origin is.
- To develop a conceptual model relating to the communication competence and employment readiness.

3. Literature Review

The term "graduate readiness" may appear in literature as an all-encompassing, multi-dimensional concept that encompasses knowledge, skills, attributes and the ability to apply learning in new and unknown ways [5]. The ability to communicate is relevant as a transferable skill as graduates have to communicate with other people, coordinate activities and build relationships as well as manage their needs in the organization. Academic literacy is forging at higher education as it is the process of communication. Academic literacy involves critical reading, structured writing, making a case with evidence, discussion and sharing of arguments and interpretation [6]. The activities focus on practicing professional skills in writing reports, reporting about projects, delivering talks, briefing of meetings etc. to the layman.

Work communication also is influenced by the social situation. Characteristics of pro interaction are: tone, politeness, authority, turn taking, formality, audience, and medium. Thus, it is not possible to reduce the competency in communication to grammar & vocabulary. It includes skills to choose the message, media, and tone and detail for specific audience.

In some cases, communication training is detached from subjects training, and is taught or mainly trained as grammar and presentation in some cases. In general, a link to language competence with listening and cooperative skills, interculturality, media acting, problem solving in the work environment and to confidence in the professional situation is needed. It's integrated perspective that motivates this project [7].

Language is a social practice not only a means of communication. People adapt their language and tone of voice and formality as well as communication mode when communicating in different situations. A student, learning a theory in the seminar, may need to communicate in a sophisticated academic language but as a customer man he/she may need to communicate with a manager in everyday language [8]. Employability skills demonstration of being adaptable and audience aware.

Communicative competence is an awareness and capacity in communicating effectively and appropriately. Knows some language, and makes further extensions to discourse organization, social appropriateness, strategic communication and inferring meaning. It will be a higher-level ability and here they will need to know what to say, but how and to whom.

Academic communication is developed through essays, reports, seminars, presentations, research projects and discussion and co-operative work [9]. These activities give students the opportunity to exercise their skills in organizing evidence, explanations, finding reasons to support their interpretations and responding to questions. The same skills are also directly transferable to various work-related activities like reporting, project-related communication, meetings, presentations and decision making.

Labor Market Readiness is the ability to be ready for employment, to meet the workplace requirements and to be ready for pro-instance. Communication is a part of this readiness, through recruiting and performance [10]. Good communication skills are essential in addressing interview questions, writing business letters, in presentations, in teamwork, with customers and in resolving company issues.

Higher Education – employability is the ultimate goal in the Higher Education pathway, is an aim of the Communication Development Pathway towards social participation and is a professional performance pathway [11]. Does not always have to be in a straight line. Note that during a job there could be additional communication needs identified and this in turn may produce additional learning and professional development. So, communication competence is to be developed in the form of recurrent cycles of practice, feedback, reflection and adaptation.

4. Methodology

This mini project adopts descriptive and conceptual method. It outlines the topic in terms of some of the dimensions of communication and offers a discussion on how each of these dimensions of communication relates to participation in academic settings and readiness for the labor market [12]. For a mini project, this is an appropriate methodology as it is envisaged that you are building up a body of knowledge to develop a specific topic, and not collecting and analyzing own fieldwork data for the purpose of drawing statistical conclusions. The proposed methodology is given by in fig.1.

The analysis is organized in terms of 5 related dimensions: Language proficiency, Academic communication, Interpersonal communication, Digital communication and Workplace application. All dimensions are considered to be part of an overall framework of employability.

Vocabulary; sentence construction/clarity and accuracy; and professional vocabulary. Reading, academic writing, presentation, discussion, argumentation and explanation using evidence to present ideas in an academic setting [13]. Interpersonal Communication: Listening, Empathy, Team work, Negotiation, Feedback and Conflict management. Digital Communication: Appropriate responses via digital communication, co-created documents, professional writing, electronic/online meetings, emailing. Workplace use: interviews, reports, meetings and client communication, project coordinating and networking.

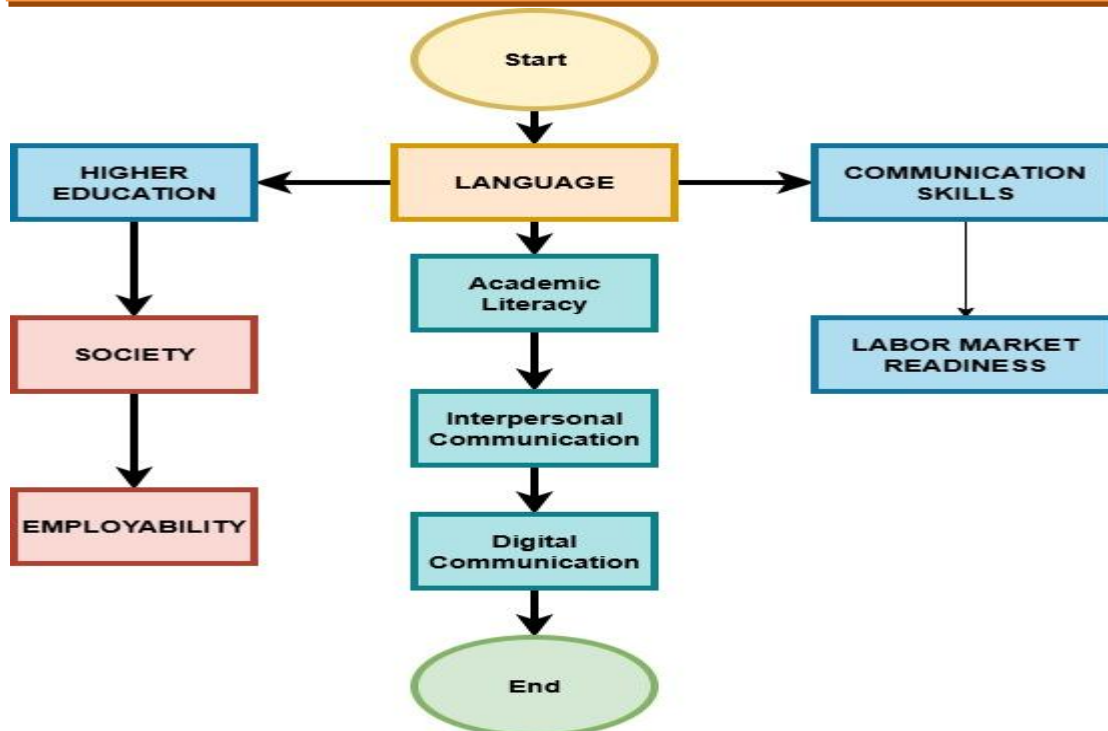


Fig. 1 The proposed methodology

To gauge confidence or to evaluate the competence of students in their speaking, writing, listening, presentation, interview, seminars, and online communication, a questionnaire can be used for projects that would be extended to an empirical study [5]. Qualitative evidence involving expectations for communication could be derived by conducting interviews with teachers, placement officers and/or employers. The present mini project is not an endeavor to collect such Primary data

In the future this survey should be performed in a voluntary manner with proper informed consent, confidentiality and institutional approval. The discovery needs to be portrayed accurately, and the link of communication shouldn't be stressed out by throwing out the whole social and economic factors that affect employment.

5. Communication Skills in Higher Education

Students can express their understanding, explain and using oral communication, can cooperate in learning. Presentations build up organization, awareness of the audience, non-verbal communication and answering questions [7]. These activities would equate to a shorter (briefing) or a moderately long project presentation/seminar, or a workplace training activity for communication skills of higher education students in fig.2.

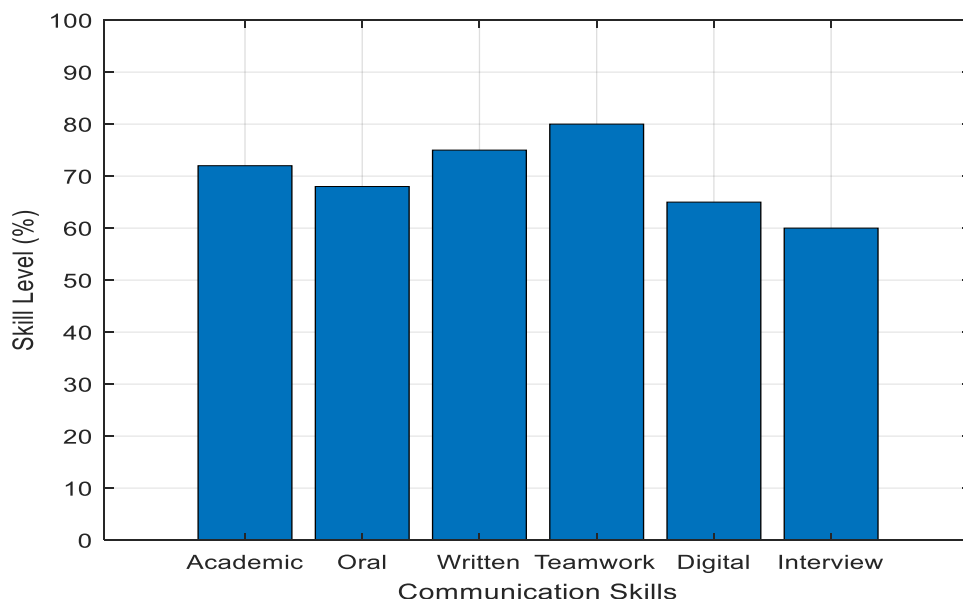


Fig.2 Communication Skills of Higher Education Students

One of the basic components of all communication is listening - and often this is forgotten. Key-information: Student to pinpoint information, comprehension of instructions, questions and follow up. Active listening at work decreases misunderstandings, enhances interaction with peers, collaboration with others and giving service to customers.

Clarity and logical order, use of evidence and precision in academic writing. Reports and Assignments provide students with a glimpse into the real-life documents that they need to create, such as project reports, proposals, technical notes, summaries and formal correspondence. Thus, in the teaching the focus should be on language accuracy, purpose and audience as well [9].

Group projects involve learning how to take turns, disagree, negotiate, lead and to decide together. Students develop understanding that in order to communicate successfully they will need to show respect for other points of view and yet be able to achieve a practical end. Very handy in multi-disciplinary settings.

Students get constructive feedback which enables them to see their areas of strengths and weaknesses. Reflection would allow learners to gain an understanding of they felt there was something they missed out on in a message or that the listeners didn't listen or that the manner it was communicated with wasn't appropriate. A sense of competence and confidence emerged in practice and from feedback/revision for communication skills before and after training in fig.4.

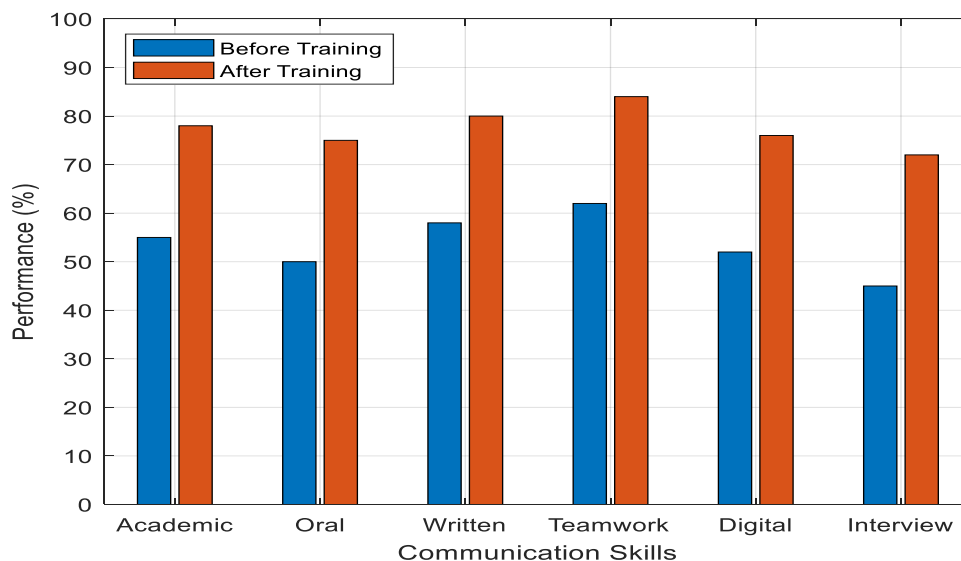


Fig.3 Communication Skills Before and After Training

6. Language, Society, and Inclusion

The diversity of society is reflected in higher education communication. Students speak a variety of home languages and have varying regional language variation and formal, academic and professional language opportunities. The differences have to be appreciated as part of communication education and they must be fully provisioned to support language practices requested/required by the language learner in specific education and/or labor processes.

Even if you speak more than one language, you can be a resource: students that know more than one language may be flexible in terms of an audience and meaning. At the same time, students may need support in the language they need to learn if attending an institute or studying for a particular job. This can be achieved by effective teaching and will provide the kind of support that won't threaten students' linguistic identities.

Your self-confidence in communicating your ideas and thoughts may impact your involvement in and approach to classroom assignments [8]. A student might not be comfortable or confident to share what he/she knows in a discussion, presentation and/or interview format. Supportive environments help to lower this barrier as it provides opportunities for practice, peer feedback, structure, and multiple opportunities for communication without repercussions.

In today's workplace, clashing groups of people have differing views on issues such as: what is acceptable and not acceptable in the workplace, what is suitable and what's not to say and what it means to be direct or disagree. A certain intercultural competence lies in the ability to recognize these differences without making any suppositions. Helps to communicate with clients and communities, and to collaborate with various teams.

Communication can play a role in access to academic networks, professional opportunities and institutional participation in this piece Communication, elaborates on the contributions of communication to access of academic networks, and to professional opportunities and institutional participation. But the ability to communicate, doesn't necessarily create jobs. Opportunities are positively affected by access to education, economic resources, discrimination and labor market conditions and organizational practices.

If teaching students, be available as a means of support to the student for speaking and writing in all content areas. Do not use language drills (grammar drills). Provide students with numerous opportunities to provide presentations to various groups of audiences. Recognize multicultural/multilingual experience as strength(s). Make sure that there are clear criteria for presentation, reports, group work and communication.

7. Communication Skills and Labor Market Readiness

As far as context is concerned, there is actually a reason for graduates to express their capabilities straight after graduating – it's the recruitment field. Employers' perceptions of being ready can be enhanced by an application, CV, interview, group discussion or presentation or through a portfolio. This can thus affect the access to jobs and performance once employed.

Interviews require answers to questions that are succinct, supportive background, being a good listener, confidence, and translating classroom experiences to workplace needs [6]. Students can work on creating explanations of the problem, actions carried out and results obtained.

The purpose, structure, accuracy and awareness of the audience are important concepts in professional writing. Clear and concise information should be expressed in an e-mail message. Reports make a distinction between the aspects of a fact, interpretation, recommendation and evidence. Examples of authentic assignments are Project Proposals, Executive Summaries, Formal Requests, Meeting Records and Workplace-Style Reports.

Relationships between people, teamwork are important to organization's success. Duties, priorities, status updates, - workers should share and talk through these, voice concerns etc. Leadership communication encompasses clear, respectful communication with others; motivation of others and decision making. Such situations can be emulated in an academic team project with well-defined

This means, for graduates, customers/clients, patients, citizens/students, etc., they must be able to articulate information and communicate the content, in specialized, yet understandable ways. Effective communication involves being empathetic, articulating well, patient and negotiating with the public questions and disagreements [4].

Digital workplace skills consist of e-mail, online meetings, collaborative sites, professional network and electronic documents. As you go further away, communication will be affected due to distance – it's essential to be clear. Provide professional digital etiquette, brief message writing, meeting writing and responsible sharing of information.

8. Proposed Employability Communication Framework

The progression below is organized into a continuum of language skills which culminates in the ability to communicate in the workplace.

8.1 Foundation Level

Academic & Professional Vocabulary & Grammar.

Basic listening, oral, reading and writing abilities.

Understanding about the audience, purpose, tone and type of communication.

8.2 Academic Development Level

Developing arguments and writing to construct arguments.

Being part of presentation and seminar.

Working cooperatively with others in solving problems and evaluating peers.

Skill to research and to become an information literate.

8.3 Professional Readiness Level

Interviewing skills and Career Communications Skills.

Report, e-mail, writing of proposals and presentation writing.

Team working, negotiation, conflict managing and communicating for leadership.

Using Communication and networks professionally.

8.4 Continuous Development Level

Self-assessment, reflective practice.

Feedback from other educators, peers, mentor and employer.

Understanding how to change for new technological approaches, jobs, and a communication setting.

Continuing education / Lifelong learning.

8.5 Skill-to-Task Matrix

Briefing/pitching/training/reporting. Presentation, Seminar/ Project presentation.

Details of the differences between academic writing, and professional report/writing, proposal and documentation:

Listening - Lecture / discussion - Meetings / supervision / dealing with customers.

Within the team communication →Group project →Project coordination and cooperation.

Digital communication, online assignment or online team platform, email/Virtual meetings, professional communication.

Intercultural communication – diverse classroom – multicultural teams and clients.

The arrows within the framework indicate relationships between the elements of the experience and the students' future tasks in their occupations, suggesting that communication training has more value when there is a clear connection between students' learning and practice in an education activity and their task(s) in the occupation. It further highlights a progression, whereby the basic language skills help to succeed in academic studies, academic communication facilitates the application and professional experience contributes to further development.

9. Results and Analysis

The mini project is not the survey based on primary data so the results are provided as analytical results on the framework developed on the previous sections.

Communication is a link between knowledge in the disciplines and actual on-the-job performance. A graduate needs to be able to explain, document, defend and apply a concept; someone who knows a concept cannot get a job with it. Employability skills and labor market readiness was derived in fig.4.

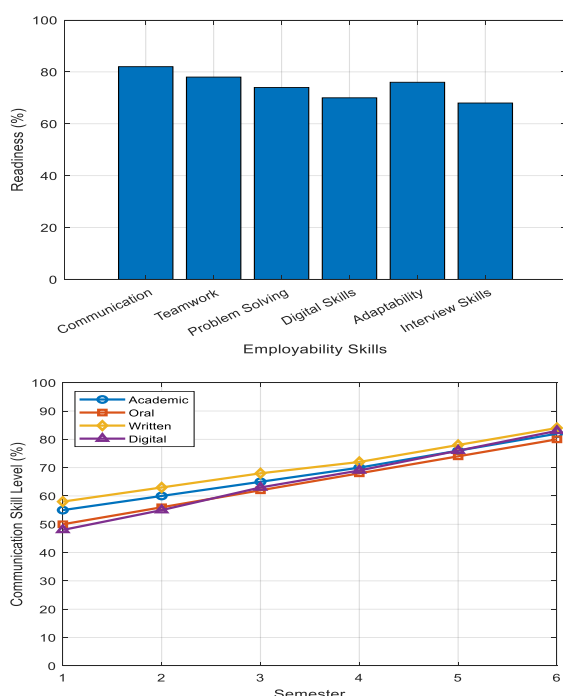


Fig.4 Employability Skills and Labor Market Readiness Fig.5 Development of Communication Skills Across Semesters Having communication development integrated into the curriculum allows for better development of communication skills than having it restricted to just one language class. Technical Summary can be written by engineering students, management students can present, science students can make their findings understandable to others who are not remote science and arts students can be able to public communication. This type of integration is communicated.

Confidence can be developed although practice can be assisted to build confidence. Pupils require plenty of opportunities to communicate and then receive feedback, be able to make changes and have the opportunity to practice again. Evaluations can validate improvement, as well as end performance.

The result of communication is at all times social. Professional language may vary as to how accessible it is to students, with different educational experiences. There can be differences minimized if there is support in an institution of mentoring and peer learning as well as career services and resources available.

Communication today is increasingly occurring in a more of a combined physical/digital age. Incorporating virtual meetings, professional email, working together on documents, online presentations and responsible digital identity are thus key components of employability programs. Digital competence is not just about the technical know-how of platforms but also is about the judgment of communication.

The main conclusion of this project is the concept of communication skills as an enabling one in the academic, social and working life. They increase the graduate's knowledge-to-action techniques, team working, competency and flexibility at work in development of communication skills across semesters (see fig.5).

10. Applications, Recommendations, and Limitations

Construction of communication skills can be connected with content area / discipline activities. Students can convey scientific or engineering results to the general public. They can practice business writing, negotiating and presentations in management using this. They can craft a strong argument, effectively share ideas with their audience and write policies. Using internships and/or project work can add "real world" workplace expectations to curricular communication across disciplines for growth of employability skills during higher education in fig.6.

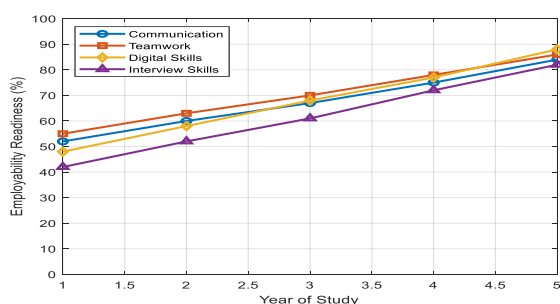


Fig.6 Growth of Employability Skills During Higher Education

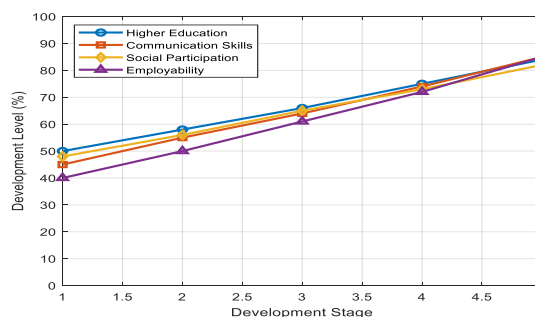


Fig.7 Relationship Between Higher Education, Communication, Society and Employability

Education, Communication, Society and Employability

Communicate purpose of communication within content area lessons. Have real world tasks such as presentations, interviews, reports, emails at work, work group projects and problem-solving discussions. Give well-structured feedback and revision opportunities. Increase opportunities for academic and/or occupational language for students who have fewer for whom it is a primary language. Make intercultural and inclusive communication a part of employability education. Develop communication work acquaintances with employers for occupations. Help with career service, including practicing interviews, helping with professional writing, and networking. Master communication skills and to develop a clear set of criteria that judge clarity, organization, awareness, listening, collaborative working and appropriateness the relationship between higher education, communication, society and employability in fig.7.

Can share grade level academic ideas with others who are not in the academic role. Maintain a presentation and report portfolio, a project portfolio and a professional writing portfolio. Look not only for fodder of the right answers, but for a feedback and changes in the way of communication. Participate in discussions, team work, seminars, internships and professional events. Identify avenues for building Professional Digital Skills. The project is conceptual; there is no original data nor statistical test. It therefore is unable to establish a causal relationship between communication competence and employment. Other expectations of communication also differ from job to job, sector to sector, region to region and also depending on the

economy and academic and workplace communication competence in fig.8. In fig.9, it shows the distribution of students by labor market readiness.

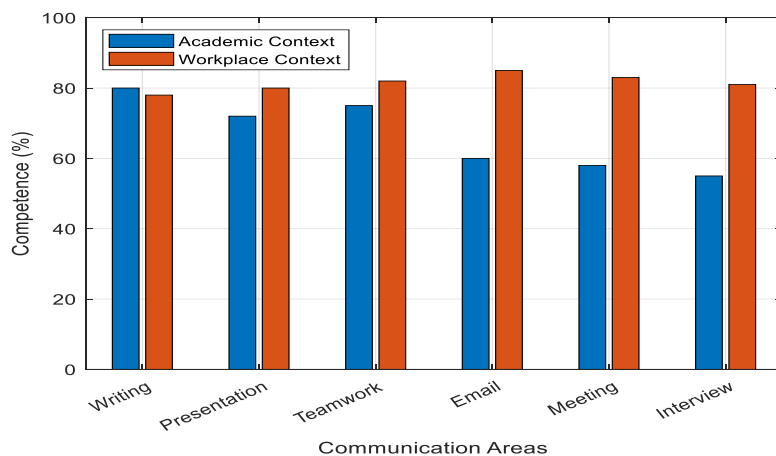


Fig.8 Academic and Workplace Communication Competence

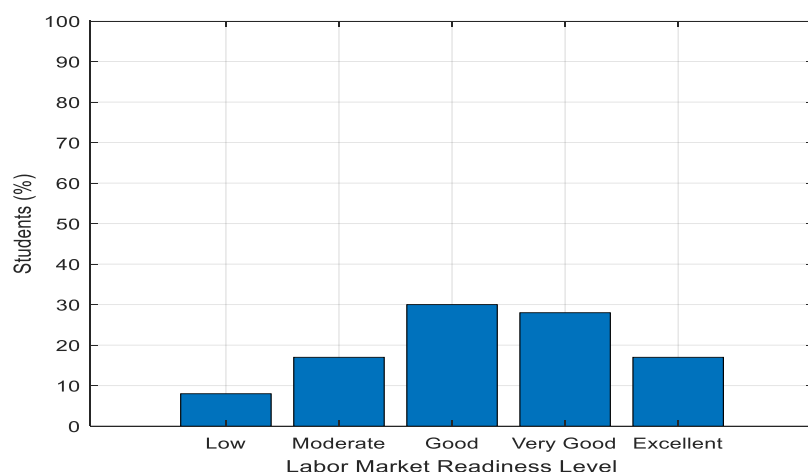


Fig.9 Distribution of Students by Labor Market Readiness

11. Conclusion

There are close links between language, society, higher education and employability. Communication is the key for students to gain access to academic communities, to interact with people, to express their knowledge and gain access to the workplace. For the project, it has become clear that the definition of communication competence is very broad, as it refers to language competence, language comprehensibility, listening, presentation, writing, team work, negotiation, intercultural competence, digital communication, audience competence as well as to competence specific of a situation and a context. These competencies can also be integrated into the curriculum in higher education in order to improve the labor market readiness. Students develop the decisions: purpose, audience, tone, evidence, and medium and are guided in creating authentic communication tasks called academic and/or workplace communication. The learning is planned to build up confidence and to involve all children in their professional learning. Communication skills must not be considered as a separate deficit however and are not considered as the one and only cause of achieving and/or not achieving employment outcomes. Other factors that can impact employability include the social environment, the skills/ resources available, the state of the labor market, institutional rules/practices, and unequal opportunities. Therefore, good education is manifested in individual skill-developments as well as

supportive and inclusive learning environment. Communication skills must be recognized on a whole school level as a link to the areas of knowledge and employability. With responsible use of digital channels, the graduate is likely to collaborate with others, adapt messages to meet the needs of different audiences, communicate ideas and understand information and thus be able to partake in the changing labor market. This entails the ability to grow continually through practice, feedback, reflection and engagement with the real-world professional activity; and this is a central priority.

Conduct surveys of students and employers to describe and gather information about necessary communication needs of particular occupations. Recognize types of workplaces and content areas of communication. Evaluate how effective communication strategies are in relation to self-confidence and job performance. Recognize the relation of communication development and the initial/career outcomes and placement develop digital and intercultural communication units for adapting to new work worlds.

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