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RESEARCH ARTICLE

Investing the English Academic Writing Lesson for Developing College of Languages Graduates Employability

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ABSTRACT

Employment and employability requirements are currently a substantial concern for many Iraqi and international institutions and universities due to their vital role in empowering and enhancing graduates' opportunities of obtaining a job that suits their specializations and mends the gap between job applicants and employers. Most Iraqi universities and institutions lack a supportive mechanism that provides employment skills, requirements, and training courses to empower an eligible applicant. This study invests academic writing lesson to qualify (110) students from the English department who participated in a one-month training course aimed at raising awareness of the importance of understanding and mastering employability requirements and to craft professional job application letters free of writing mistakes to secure jobs. The results indicate that the training course significantly upgraded students' understanding and awareness of key employment requirements and the mechanism for marketing themselves, moreover, it led to statistically significant improvements in their writing skills, including formatting, grammar, and spelling. These improvements are anticipated to enhance graduates' readiness for the competitive labour market, increase their prospects of securing satisfying employment, and foster economic stability and growth in Iraq.

Keywords: Academic writing, CV, EFL, Employability requirements, Higher education, Job application letters

Introduction

The concept of employability as Little (2001) conceives is difficult to define due to its multipronged concept. According to Lees (2012), it refers to a combination of achievements, skills and personal qualities that help graduates secure employment more effectively. This benefit is not only on an individual level, but also enhances the workforce, contributes to society, and supports the overall economy. This concept contains internal

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elements related to acquired abilities and skills alongside external, unmonitored factors (Batistic & Tymon, 2017). Employability as Khare (2014) illustrates is a bundle of skills, concepts and personal attributes that qualify graduates to obtain and maintain employment and make them capable of securing a new job if necessary.

Consequently, Suleman (2018) asserts that investing in education and training lies in providing individuals with a set of skills that employers may reward for, supplying them with a stock of marketable skills that boost their productivity and, by extension, their income. The way we live, communicate and work has rapidly changed under the shadow of revolutionary Information and Communication Technology (ICT). After the COVID-19 pandemic, people have the convenience of working remotely from their homes. It has changed the rules of employment, and the skills required for today's workforce. To compete in the market, future employers must develop new knowledge, soft, hard skills, and abilities.

However, with limited job opportunities for graduates, securing employment has become increasingly challenging and requires diverse skills, abilities, and experience. Professional knowledge, literacy, numeracy, and computing skills are important, but these skills are insufficient without the ability to market oneself professionally amidst a crowded job market. Therefore, preference will always be given to the candidate who can highlight their skills interestingly. Marketing oneself requires knowledge, training, and expertise, which most Iraqi university graduates lack. University curricula and educational institutions in Iraq do not pay enough attention to training their graduates with employment requirements and skills, which leaves them unable to match the labore market needs effectively. Iraqi graduates do not receive knowledge and training on how to get a job or market themselves and their skills, such process remains limited to random information, experience, and self-learning. Therefore, many proficient individuals lose excellent and important job opportunities.

One effective method to empower and enhance the functional capabilities and skills of university students is to take advantage of university curricula to help and train students to master the requirements of employment and the mechanism for marketing themselves. In this study, the researcher invested the academic writing lesson to empower and train fourth-year students in the English Department on the basic requirements of employment through a one-month training course. Accordingly, this study aims to 1) investigate the extent to which the College of Languages students are aware of the employment requirements, 2) indicate the training course's impact on developing the students' awareness of the employment requirements and, 3) indicate the training course's impact on developing the students' ability to write job application letters.

Employability in higher education

Higher education currently prioritizes employability, opening the door wide for students to access business networks, social connections, information, and resources that are valuable for employment outcomes (Batistic & Tymon, 2017). Thus, many contemporary higher education policies aim to promote the association between universities and the free market, which increases the managerialism of academia (Bell, 2016; Valenzuela, 2013;). On this basis, the Bologna Process redefined the education policy discussion, emphasizing the importance of graduates' employability and calling for a smooth transition from school to work to be at the forefront of education policy (Schomburg & Teichler, 2011). In effect, different research asserted an extensive shift in the philosophy of education by augmenting academic education with training programs that focus on industrial experience

and soft skills (Belwal et al., 2017). According to the Australian Commonwealth (2007), Australian universities, for instance, work to integrate employability skills into curriculum and course design, providing job placement, advice, and guidance through their work careers. Moreover, many international universities have established academic skill centers to develop the employability skills of students and graduates, such as the Academic Skill Center at the University of Canterbury in New Zealand, and Trent University in Canada.

However, this importance has not precluded the emergence of a mismatch between the outputs of higher education and the requirements of the labour markets. Bennett (2006) sheds light on this gap between employers' requirements and graduates' readiness for the workforce, which may undermine the global human development capital, and how this may put organizations' competitiveness in the global economy at risk. In the same vein, Succu and Canovi (2019); Voorhees and Harvey (2005) deemed that higher education institutions do not adequately provide graduates with the necessary competencies and employability skills that match the specific needs of the labor market. Harvey (2010) stresses that graduates' skills are more important than displaying academic qualifications because employers use their skills like communication and personality in the recruitment process. The WEF (World Economic Forum, 2020) report, the UKCES (UK Commission for Employment and Skills, 2019) survey, and the OECD (The Organization for Economic Cooperation and Development) Skills Outlook (2019) emphasize the value of work experience, the growing need for efficient education and training to mend the skills gaps and build solid partnerships that forge strong bonds between universities and employers to match academic outcomes with labor market needs.

Employers have consistently expressed concern over the disparity between graduates' academic knowledge and the practical skills required for employment. A study by Ganesh (2017) on how to bridge the gap between skills and employability in India conducted on a sample of engineering graduates from technical institutions found that 60 % of the 8,000 engineering graduates from technical institutes are unemployed, while 39 % of employers emphasized that recruiting engineers and finding talent is one of the most challenging aspects, besides the significant gap between skills and employability. These findings pointed out the need for a more realistic approach in higher education to enhance students with the skills that employers search for in an ever-growing workforce.

Academic writing and employability

Employers complain that many employees have writing obstacles, with 30% of business emails and memos clarifying unclear prior communications (Jablonski, 2008). Notably, a renowned 2004 report entitled "Writing: A Ticket to Work. . .Or a Ticket Out" notified that people with poor writing skills are less likely to be hired and more likely to be fired rather than promoted, thus 80% of companies in the United State evaluate writing ability during the hiring process, and nearly 50% of companies prioritize writing when promoting their employees. Canavor (2012) clarifies that the value of proficient writing stems from the fact that it gives you unparalleled opportunities for success, especially for beginners, as it can be considered the price of admission amid intense competition, as you will rarely get your foot in the door without first presenting yourself in written form. Consequently, proficiency in writing provides students with excellence and self-confidence to compete successfully in the workforce (Issa, 2024).

It is crucial to realize that job applicants make spelling and grammatical mistakes in their CVs (Curriculum Vita), resumes, and cover letters, which give a negative impression to employers. Therefore, some employers perceive writing errors as evidence of a lack of essential abilities. Beason (2001) considers these errors a sign of poor thinking and sloppy

and careless work. In the educational sector, teachers must be aware that their students need to learn how to sell or promote their qualifications, where instructions on how to sell -and how not to undersell- are highly recommended in the EFL classes. Additionally, many Studies and surveys in business and employment have shown that errors in written employment letters are almost related to grammatical errors (e.g., fragments, verb tense, verb, and pronoun agreement), spelling errors, and organization (Gilsdorf & Leonard, 2001; Hasan & Marzuki, 2017; Huda & Gozali, 2020).

On the other hand, as an English language graduate, being fluent in English is a crucial factor in securing employment, having good opportunities in the world's markets, and global mobility (Grasmane & Grasmane, 2011; Yoke et al., 2019). In essence, using the English language will assist graduates in accessing various sources of essential information for their study and work (Doan & Hamid, 2021). However, universities in non-English-speaking countries design English language education primarily to develop linguistic knowledge (Cha, 2015; Ploywattanawong & Trakulkasemsuk, 2014; Tran, 2007), rather than motivating students and graduates to invest this prerogative in their future lives and work. Tran et al. (2024) assert the importance of identifying the factors that support and hinder students' employability skills in English courses by investigating the connection between English language learning and employability.

Unemployment in Iraq

In Iraq, where oil represents the foremost economic resource (Ozlu & Cordesman, 2005), and the primary source of employment comes from state-owned enterprises, which are already excessively staffed (U.K. Department for International Development DFID, 2004), unemployment is one of the most critical challenges facing the Iraqi economy. According to World Bank's report (2022), unemployment in Iraq was 10 per cent higher than the pre-Covid-19 level of 12.7 per cent. Notably, the unemployment rate in Iraq has fluctuated between 7% and 14% from 2003 to 2022, whereas the most considerable rise occurred in 2017, with an increase of 2.2% (AL-hardanee, 2023). Sindi (2024) believes that the high percentage of unemployment in Iraq, particularly among young people, is basically because of the educational system, which is not in line with the market demands., leaving many young Iraqis without the appropriate skills for the few available jobs. Many Iraqi educational enterprises prioritize theoretical information and concepts more than practical skills. Accordingly, the stagnation of educational enterprises and the failure to meet the requirements of the labour market with the required quality of the employees constitute pivotal reasons for the misalignment between the type of demand for the workforce and the educational system (Jubair, 2023). Due to the lack of job opportunities and the growing number of graduates yearly, many occasionally protest for having government jobs, which represents a permanent challenge to the government to raise disguised unemployment. Thus, this problem highlights the imperative need for Iraqi universities to equip their students and graduates with workshops, training courses, and an improved curriculum focusing on employment skills, competencies, and job requirements. In addition, graduates must know that a successful search for and finding a job that matches the applicant's potential is influenced by knowledge of market dynamics, job search effectiveness, personal qualifications, and others. (Koen et al., 2013; Thompson, 2011).

Iraqi higher educational system and employability

The former Iraqi Minister of Higher Education Abdul Razzaq Issa (2020) outlines the problem of the incapability of Iraqi university graduates to find a job in line with their

major by several elements; the most important is the mismatch between curricula and the requirements of the local and international labor market and the shortage of courses that present intellectual, analytical communication, and leadership skills. Moreover, these universities do not equip their students with the appropriate consultation, training, and skills needed for employment, except through a few workshops offered by university rehabilitation and employment units and continuous education centers. These workshops are usually limited and incapable of attracting the students' interest. Furthermore, curriculums, in general, are limited to promoting subject knowledge and subject-related skills. The College of Languages, for instance, offers optional workshops conducted by the unit of employment at a rate of one workshop per year, which usually does not catch students' attention amid the congestion of their daily study routine; moreover, the curriculum taught in the scientific departments completely lacks any mention of employment and its importance.

Few studies have examined the nexus between employability and higher education programs that match job demands in Iraq. A most recent study by [Ramadhan et al. \(2024\)](#) investigates the adaptation of accounting curricula in Iraqi universities to the requirements of the local market. Analyzing (87) academic and (102) employer responses uncovered the need to integrate core skills like employability, flexibility, and problem-solving with accounting curricula to meet the demands of the local job market. Correspondingly, a study by [Dawood et al. \(2016\)](#) addressed various aspects of the career planning decisions of engineering graduates in Iraq, especially concerning curriculum and local labor market needs included for the vocational engineering and metallurgy faculty of the University of Technology, as well as support for graduate career decisions. Data were collected from graduates of the 1980s, 1990s, and 2000s through questionnaire surveys. The study recommended effective training programs for recruitment to mend the gap between academic and manual skills. Another research by [Begum and Musa \(2023\)](#) examines the Iraqi perceptions of the effectiveness of the formal education system in providing vocational skills. The results revealed that the Iraqi educational system lacks adequate skills for job security, effective responsibility, and self-reliance. Finally, the study recommended a policy rethinking to increase relevant skills and support institutions that meet future requirements.

Methodology

As an instructor in the (), the researcher taught academic writing (essays, composition) for seven years following a curriculum set by the University of (), which does not reference employability. In addition, working in the guidance and counselling committee of the English department kept me in constant contact with the students and their concerns, the most significant of which are unemployment and limited job opportunities. Thus, the idea came to me to incorporate employment requirements into the academic writing lesson as a one-month course for fourth-year students, considering they are the closest to graduating and searching for jobs. [Pegg et al. \(2012\)](#) argue that employability pedagogy should be informed by the whole curriculum, with each course designed to ensure that learning, teaching, and assessment activities help to enable and develop creative, confident, and articulate graduates. This pedagogy should be an integral component of student engagement and retention ([Cullen & Harris, 2009](#)). [Bandura \(1986\)](#) believes that when students realize that their important aims are consistent with their outcomes, they will be more motivated to achieve them.

Sample and data collection tools

The study participants represent all (110) Iraqi male and female college students in the fourth year of the English language department at the College of Languages who studied academic writing for (120) credit hours during the academic year 2023–2024.

The research instrument is a pre-and posttest designed by the researcher. For face validity, the scale was submitted in its initial form to a group of (10) experts in the fields of applied linguistics, teaching methodology, statistics, and measurement from the Colleges of Languages, Education, and Basic Education to referee the two questions of the scale and ensure the suitability of these items for the purposes to be measured. The experts suggested adding a distractor to the scale and explaining some terms in Arabic in case students encounter a misconception. The researcher reframed the final scale according to the experts' feedback. Accordingly, the pre-posttest consisted of two questions: a multiple-choice and an open-ended essay question. The first question consists of (14) choices; (13) are correct, and one is a distraction. The researcher asked the participants to answer the question by ticking the choices and to be completely free to select the number of choices based on their general knowledge. The second question is an open-ended essay to draft a job application letter to a private company for a translator position. After the pre-test, the researcher launched using the fourth-year students' academic writing lesson to teach them the employability requirements for a one-month course. The course encompassed practising writing CVs, resumes, and cover letter formats and identifying the grammatical, spelling, and formatting mistakes in job application letters. Furthermore, the practice included creating a digital presence and developing virtual communication skills for each student. By the end of the course, the researcher conducted a posttest in which the pre-test was repeated on the same sample and the same questions, and then the results were collected and treated statistically.

Data analysis

This research is an experimental one-group pre-and posttest design with a total sampling technique. In processing the research data, the researcher used different statistical methods, including percentages, Chi-Square tests, and T-tests for two independent samples, by applying the SPSS package program. For the first question, the researcher collected the frequencies of each choice for both pre- and posttest. Regarding the second question, the answer sheets were analyzed according to three types of writing mistakes: grammatical, spelling, and formatting. The results were collected and treated as illustrated in the result section.

Results

1. Investigate the extent to which the College of Languages students are aware of the employment requirements

To achieve this aim, the researcher used a frequency count for each employability requirement chosen by the participants from the first question of the pre-test. The percentage of the frequencies was computed, as seen in [Table 1](#).

As shown in [Table 1](#), the results indicate weak perception in the students' awareness of employability requirements, with (10) out of (14) percentages of requirements that the students could not recognize. Notably, (21) students chose the distracter (Travel), representing 19.09 %. Furthermore, only (2) students recognized LinkedIn, while just (3)

Table 1. Percentages of the frequencies of participants' responses to the employability requirements of the pre-test.

Employability Requirements	Frequency Pre-test	percentage
Certificates and letters of appreciation	12	10.90 %
Cover letter	03	2.72 %
CV	81	73.63 %
Digital Presence	06	5.45 %
Educational Documents	12	10.90 %
Language proficiency	85	77.27 %
LinkedIn Profile	02	1.81 %
Official email	92	83.63 %
Portfolio	04	3.63 %
Reference letters	12	10.90 %
Resume	12	10.90 %
Specialized software such as (Computer-Assisted Translation (CAT), Terminology Management Tools, Machine Translation (MT) Engines)	04	3.63 %
<i>Travel</i>	21	19.09 %
Translation proficiency	81	73.63 %

identified cover letter, and (4) only selected Portfolio and specialized software. Moreover, (6) students only managed to recognize the digital presence option with percentages of 1.81%, 2.72%, 3.63%, and 5.45%, respectively.

2. Indicate the training course's impact on developing the students' awareness of the employment requirements

The frequencies of the students' responses to the first question were collected for both the pre- and posttest. The Chi-square test was used to determine the significance of the statistical differences in the students' ability to identify the employability requirements between both the pre-test and posttest, as shown in [Table 2](#).

Table 2. Chi-square test results for both the pre-test and posttest.

Employability Requirements	Frequency		Chi-value		Significance level
	Pretest	Post test	Calculated	Tabular	
Certificate and letters of appreciation	12	96	64.181	3.84	0.05
Cover letter	03	97	81.235		
CV	81	104	55.944		
Digital Presence	06	84	58.944		
Educational Documents	12	93	59.872		
Language proficiency	85	101	54.835		
LinkedIn Profile	02	89	72.090		
Official email	92	108	75.962		
Portfolio	04	91	70.853		
Reference letters	12	97	65.690		
Resume	12	90	55.890		
Specialized software	04	98	80.908		
<i>Travel</i>	21	06	64.672		
Translation proficiency	81	92	47.180		

Based on the results shown in [Table 2](#), all calculated Chi-values were statistically significant compared to the tabular Chi-values of (3.84) at the significance level (0.05) and degree of freedom (1). This result denotes that the students' ability to identify the requirements needed by the College of Languages graduates to apply for a job was better in the posttest than in the pre-test, which ratifies the effectiveness of the training course. More particularly, there is a considerable increase in the number of students who identify

cover letter, digital presence, LinkedIn profile, Portfolio, and specialized software as significant requirements for employability after the training course, with vital changes in the calculated Chi-values (81.235), (58.944), (72.090), (70.853), and (80.908), respectively, compared with the tabular value (3.84) at a significant level (0.05). Positively, there was a decrease in the frequency of the distracter (*Travel*) from (21) students in the pre-test to (6) students only, with a calculated Chi-value of (64.672) compared to the tabular value of (3.84) at a significant level (0.05) in the posttest, which refers to another beneficial outcome of the training course in developing the students' awareness of the employment requirements.

3. Indicate the training course's impact on developing the students' ability to write job application letters

The researcher used the T-test for two independent samples to identify the significance of the statistical differences between the average scores of the participants in both pre- and posttests to identify the three types of writing mistakes in job application letters: grammatical, spelling, and formatting, as shown in Table 3 and Fig. 1. The table gives information on the types of writing mistakes in job application letters, mean, standard deviation (SD), T-value (calculated, tabular), and the significant level.

Table 3. T-test results for two independent samples to determine the significance of the statistical differences between the pre and posttests.

Type of writing mistakes in job application letters	Test	Mean	SD	T-value		Significance level
				Calculated	Tabular	
Grammatical	Pre-test	5.727	1.750	8.023	1.980	0.05
	Post test	7.418	1.350			
Spelling	Pre-test	5.927	1.583	9.414	1.980	0.05
	Post test	7.818	1.389			
Formatting	Pre-test	3.463	1.583	25.509	1.980	0.05
	Post test	8.063	1.034			

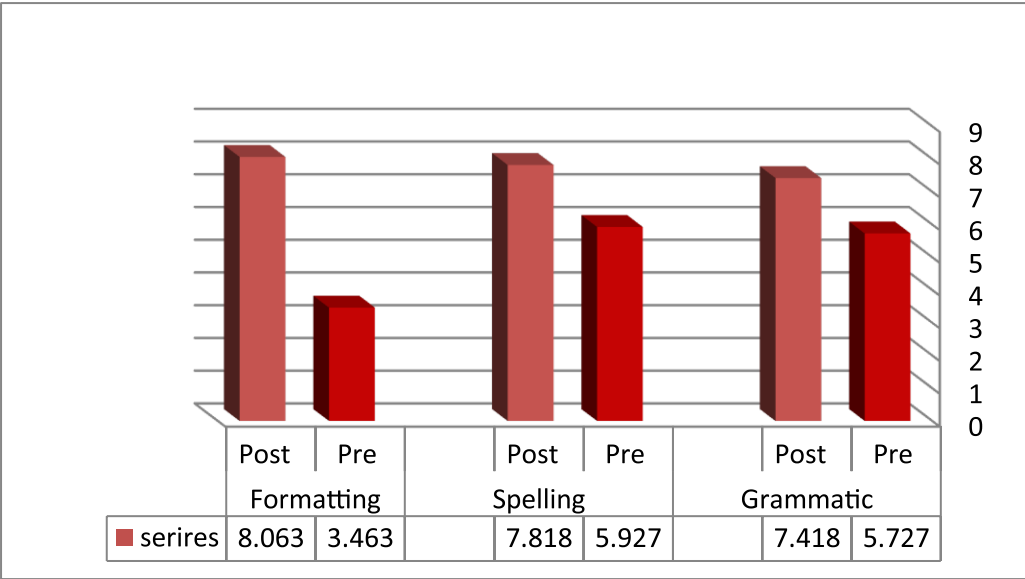


Fig. 1. Distribution of the mean scores of the students' responses in the pre and posttest.

The results show that all calculated T-values were statistically significant compared to the tabular T-values (1.980) at the significance level (0.05) and the degree of freedom (108). Notably, the direction of these differences was in favor of the student's scores in the posttest, which proved the effectiveness of the training course in developing the student's ability to write professional job application letters. In specific, as for the grammatical mistakes, the pre-test mean is 5.727 (SD = 1.750), while the posttest mean is 7.418 (SD = 1.350). Accordingly, the calculated T-value (8.23) is much higher than the tabular value (1.980), indicating a statistically significant increase at the (0.5) level. Regarding spelling mistakes, the results show that the pre-test mean is 5.927 (SD = 1.583) and the posttest mean is 7.418 (SD = 1.350), whereas the calculated T-value exceeds the tabular value (1.980), indicating another statistically significant increase at the (0.5) level in favor of posttest. In terms of formatting mistakes, the results point out a dramatic change between both tests, with a pre-test mean of 3.463 (SD = 1.583) and a posttest mean of 8.063 (SD = 1.034). Consequently, the calculated T-value of 25.509 shows an immense increase at the significant level of (0.5).

Discussion

The study results demonstrate substantial improvement in the students' awareness of employability requirements and writing job application letters after the training course. In terms of the awareness of the employability requirements needed by the graduate, the study shows a significant increase in students' awareness after they underwent the training course. The pre-test results indicate that most of the students' information before the training course was limited to official email, CV, and language proficiency, with unintentional ignorance of other requirements that may sometimes be crucial factors in accepting or rejecting a job candidate. For instance, only (3) students identified the cover letter, while only (2) managed to know LinkedIn. The high statistical significance of the Chi-square values in the posttest results indicates that the targeted students have enhanced their understanding of the employability requirements compared to the pre-test results, which showed an evident deficiency in these requirements.

In terms of writing mistakes in job application letters, the posttest results indicate that the training course substantially improved the students' writing skills. The results of the T-test showed a significant decrease in the three writing mistakes identified earlier by the researcher in the job application letters. The mean score for grammatical mistakes improved from (5.727) in the pre-test to (7.418) in the posttest. Similarly, the mean score for spelling mistakes improved significantly from (5.927) to (7.818). Another important improvement in the formatting mistakes was from a mean of (3.463) in the pre-test to (8.063) in the posttest, which represents ratifies of the improvement in the competence of the targeted students in the study.

Unsurprisingly, formatting mistakes witnessed a dramatic change in the study results. Formerly, students relied on their general knowledge to format the job application letters, mainly because the targeted students lacked adequate knowledge and prior training, whether from their college or the curricula, which are entirely devoid of any reference to employability skills and requirements. After the students completed the training course, the posttest results showed crucial progress in formatting mistakes with a calculated T-value of (25.509) at a significant level of (0.05), which confirms the effectiveness of the training course in reducing formatting mistakes and enhancing the students' ability to write professional employment letters.

On the other hand, spelling mistakes appear next in the pre-test results, indicating a significant weakness in writing job application letters. This type of mistake is considered an influential factor in the chances of accepting a job applicant, especially those jobs related to translation, linguistics, and language usage. Recruitment letters with frequent spelling mistakes are a sign of poor thinking, carelessness, and inadequacy of education. Consequently, this creates an adverse impression on the applicant who is here a graduate of the College of Languages, specifically the English Department, when employment opportunities for new graduates are limited. The training course effectively enhanced the students' ability to avoid or reduce spelling errors in writing job application letters. The increase in the posttest mean indicates that the students learnt strategies or techniques to minimize spelling mistakes; their performance became more consistent, and there was less variation in the number of spelling mistakes. The probability of this result occurring by chance is less than 5%, which means that the improvement is highly likely due to the training intervention and not a random variation. The low standard deviation in the posttest results indicates that the training was effective and measurable, which is another indication of the success of the training course that the students underwent. Spelling mistakes have been reported widely in previous studies like (Beason, 2001; Brandenburg, 2015).

Grammatical mistakes appear in the last order of the pre-test and posttest results. The dilemma of this type of mistake in job application letters has always been an apparent issue in many previous studies whose samples are non-native English speakers, or English represents their second language, such as (Octaviani & Sari, 2021; Pradono, 2011; Safura et al., 2020) including this study. Employers often consider these mistakes a sign of unprofessionalism and a lack of essential skills that greatly impact on a candidate's opportunity to be hired or rejected. Usually, mistakes like fragments, verb tenses, and agreement issues are particularly considered annoying in job application letters.

Remedying or reducing grammatical mistakes in written texts in general and in job application letters in particular through a one-month training course is challenging for all researchers in this field. Generally, these mistakes are accumulated and chronic, especially when dealing with EFL students who have undergone many years of studying English as a second language, dealing constantly with grammar and morphology, and specifically, those who are nearly graduating. However, regarding the training course, the researcher mainly focused on common grammatical mistakes that cause misunderstandings or reduce the efficiency of the written text beyond complexity and exaggeration in syntax and morphology. Overall, the researcher managed to treat this problem, which was proved later through the progress in average scores and the standard decrease of the posttest results regardless of the initial levels and skills of the targeted students in this study.

Conclusion and recommendations

The outcomes of the current study confirm the significant impact of the training course in enhancing the employment requirements of university students and graduates. This study raised awareness of employability requirements as a critical factor in increasing employment opportunities for Iraqi university graduates. Through a one-month training course, considerable progress has happened in students' understanding and awareness of basic employability requirements, as students began to recognize and distinguish the meaning, the differences, and their purposes. The targeted students are now thoroughly familiar with requirements like cover letters, digital presence, and LinkedIn, and they can use them proficiently in their future endeavors to get a decent job, which represents a remarkable shift compared to their previous limited awareness. Additionally, the training

led to statistically significant enhancements in writing skills, especially those related to formatting, grammar, and spelling. The training course efficiently contributed to reducing and treating these mistakes in job application letters.

This study asserts the need to reform and adapt Iraqi higher education curricula to include training courses, workshops, and materials on employability following Iraqi labour market requirements. Correspondingly, policymakers and educational institutions can benefit from the study results to enhance the overall quality of higher education and its alignment with the labour market.

On the other hand, investing in the academic writing lesson was instrumental in producing a successful training course as it related to the techniques and common errors of writing, which enhanced the training course outcomes. However, in colleges that do not have academic writing, computer lessons can be a great substitute for training since it is common in all Iraqi universities. The study also recommends enhancing curriculums with employability requirements and offering training courses in institutions affiliated with Iraqi universities, such as consulting offices and rehabilitation and employment units.

Conflict of interest

The author declare that they have no financial or personal conflicts of interest that could have potentially influenced the work reported in this study.

Author contribution

Farah Muayad Issa: conducted all aspects of the research, including conceptualization, methodology, data collection, formal analysis, interpretation of results, and writing – original draft preparation, as well as reviewing and editing the final manuscript.

Data availability

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استثمار درس الكتابة الأكاديمية الإنجليزية لتطوير قابلية توظيف خريجي كلية اللغات

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المستخلص

تعد متطلبات التوظيف وقابلية التوظيف حاليًا مصدر قلق كبير للعديد من المؤسسات والجامعات العراقية والدولية نظرًا لدورها الحيوي في تمكين وتعزيز فرص الخريجين في الحصول على وظيفة تناسب تخصصاتهم وتسد الفجوة بين المتقدمين للوظائف وأصحاب العمل. تفقر معظم الجامعات والمؤسسات العراقية إلى آلية داعمة توفر مهارات ومتطلبات التوظيف والدورات التدريبية لتمكين المتقدمين المؤهلين. تستثمر هذه الدراسة درس الكتابة الأكاديمية لتأهيل (110) طالبًا من قسم اللغة الإنجليزية إذ شاركوا في دورة تدريبية لمدة شهر تهدف إلى رفع الوعي بأهمية فهم وإتقان متطلبات التوظيف، وصياغة خطابات طلب وظيفة احترافية خالية من الأخطاء الكتابية لتأمين الوظائف. تشير النتائج إلى أن الدورة التدريبية حسنت بشكل كبير فهم الطلاب ووعيهم بمتطلبات التوظيف الرئيسية وآلية تسويق أنفسهم، علاوة على ذلك، أدت إلى تحسينات ذات دلالة إحصائية في مهاراتهم الكتابية، بما في ذلك التنسيق والقواعد والاملاء. من المتوقع أن تعزز هذه التحسينات جاهزية الخريجين لسوق العمل التنافسي، وتزيد من فرصهم في تأمين وظائف مرضية، وتعزز الاستقرار والنمو الاقتصادي في العراق.

الكلمات المفتاحية: الكتابة الأكاديمية، السيرة الذاتية، متطلبات التوظيف، التعليم العالي، خطابات طلب الوظيفة.