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ORIGINAL ARTICLE

English for Professionals and Graduate Employability: Exploring Malaysian College ESL Students' Perceptions of Creating Digital Video CV Task in 4.0 Classroom

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ABSTRACT – Unemployability among graduates has become one of the greatest concerns of the education ministry in Malaysia. One reason is that graduates lack the potential skills listed by the Malaysian industries. This study focuses on one of the hard skills listed, curriculum vitae (CV) writing. The study proposed a shift from the conventional written CV to a digital video CV. Such proposal could support the ministry's shifts in embedding technology-based tasks into the 4.0 classroom. Using a heutagogical approach in the English for Professionals course, learners were required to prepare a 2-minute digital video CV, which was then posted in Padlet. Through the task, the researcher aimed at exploring learners' perceptions of the learning task of creating a digital video CV and gather their perceptions of the conduciveness of creating the digital video CV for future employment. By employing a quantitative approach, learners were required to answer an online 5-point Likert-type survey, which was analysed using Microsoft Excel. The findings showed that most of the participants agreed that the task was not only fun, interesting, and enjoyable, but also challenging, creativity-driven, and knowledge-seeking. Concerning the workforce, majority of the participants felt that the task made them work-ready, exposed them to multiple online tools, became more independent and critical as they employed different higher-order thinking skills when completing the task. Future research should apply the heutagogical approach so that learners are more independent towards their learning and focus on the hard and/or soft skills required in graduates, making them more marketable.

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Employability
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INTRODUCTION

One of the greatest unsolved concerns in the country is graduate employability. Abd. Rashid, Hussin and Putih (2005) and Alias, Kefeli, Zulkefli, and Ahmad (2007) reported that unemployment is one of the critical issues in Malaysia. News on unemployment among graduates in Malaysia continues to be reported by the press from year to year. The Education Ministry's Higher Education Department notified that the future of employment is weak, and based on the Education Ministry's 2018 Graduate Tracer Study, it was reported that out of the 51,000 graduates produced annually, 60% were reported unemployed a year after graduation (New Straits Times, 2020).

With regards to unemployment issue among graduates, Lee, Kao and Yang (2014) reported five main employability skills sought after in human resource advertisements, which include: (i) being fluent in English, (ii) using information technology (IT), (iii) being proficient in different languages, (iv) being competent in communication, and (v) presenting, discussing and defending ideas. However, employers face difficulty in selecting suitable candidates to fill vacancies as the current career market seeks individuals with extraordinary qualities such as having suitable academic qualifications, being competitive and creative, which are not shown by many job applicants. Based on the top two skills listed, there is a need to ensure that students are fluent in English and have good IT skills for their future workplace. One way that students can do to present themselves well in job applications would be by producing reliable curriculum vitae (CV) in English.

In the current study, learners are exposed to creating a modern CV, specifically in the form of a video, also known as digital video CV. The objectives of the study are twofold – (a) to explore learners' perceptions of the learning task in creating a digital video CV, and (b) to gather learners' perceptions of the conduciveness of creating a digital video CV for their future employment.

THE CURRICULUM VITAE

In applying for a job, one of the most crucial steps graduates need to go through is preparing a CV. It provides the first impression for the future employer towards their potential applicant. CV is defined as "a written record of your education and the jobs you have done, that you send when you are applying for a job" (Oxford Advanced Learner's Dictionary, 2020, para. 1). A CV, also known as a resume, is a formal summary of a person's academic and work

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background. It is written in a clear format, often required to accompany an application letter (or a cover letter) for employment (Hamid, 2019).

According to The National Graduate Employability Blueprint 2012-2017 (Ministry of Higher Education Malaysia, 2012), the Malaysian industries emphasise a set of skills that graduates should have when applying for a job. The skills are divided into two categories: 1) hard skills, and (2) soft skills. Hard skills refer to the mastery of the application of a body of information such as temporary/holiday jobs, reading, time management, research skills, computer skills, support in job selection and internship, connections with employers, CV writing, job search aid, career fairs, and job search techniques. In contrast, soft skills contribute to the growth of interpersonal and intrapersonal skills such as leadership, management, decision-making, communication, job comprehension, interview preparation, role recognition, and planning skills. To improve students' employability and job rate, both hard skills and soft skills need to be integrated into the curriculum of higher education institutions. Thus, the current study is relevant as it explored students' mastery of one part of the hard skills, which is CV writing.

Preparing a good CV is crucial. According to Vivek (2020), it allows future employers to make their first impression on potential applicants, especially those who deliver better CVs. It also works as a document to market job candidates/applicants. According to Hess (2005) and Middleton (2007), it is crucial for candidates to influence their future employers particularly with the top competition of the job market today. Although a written CV is required in job applications, it does not reflect one's contribution as one is restricted in providing professional information based on the limited focus of the CV (Fischer & Knauft, 2001).

In today's trend, candidates need to think of other ways to market themselves as according to Mah, Hissan and Ch'ng (2011), conventional CVs do not align with new job trends and other career changes. Thus, a face-lift is needed in a CV. One way to solve the problem of traditional CV is for job applicants to transform their traditional CV into a digital video, containing important elements of the CV. Then, they can store it online using any suitable Web 2.0 platform such as the Padlet. By modernising the CV, it provides an opportunity for employers to preview the candidate in a video recording, which can give clues or room for the employers to make a prior impression of the candidate.

LITERATURE REVIEW

The 4th Industrial Revolution

The fourth industrial revolution (4IR) has been the major discussion during the first quarter of the century at global and national levels. The focus of the 4IR is on cyber-physical system-enabled manufacturing and service innovation, digital economy, artificial intelligence, the Internet of Things, and cross border e-commerce (Abdullah, Abdullah & Salleh, 2017; Dombrowski & Wagner, 2014; Lee et al., 2014; Abidin, 2018). The current shift in the knowledge and skills of future workers involve changes in applying technological devices to more complex skills that include technology-enabled monitoring and service innovation. According to Innovation and Business Skills Australia (IBSA) (2018), tasks in the 4IR shift from easy, repetitive, and standardised tasks to the monitoring of machines, error detection, decision making, and preventive maintenance.

The Digital World in Teaching and Learning

The development of the digital world has pushed teachers to be in line with teaching and learning 4.0. Tasks or activities provided to learners have undergone many changes from paper to digital. Learners are exposed to and are given the opportunity to experience hands-on digital tools in the classroom. As learners live in a world of advanced technology, their involvement in information and technology (ICT) is high, making ICT applicable in their day to day lives (Alias et al., 2007). Their additional knowledge of technological skills can help them multitask and assist them in work-related matters in their future workforce. Such knowledge will support the country's movement towards education 4.0, which emphasises advanced use of technology 4.0. Besides, it bolsters the utilisation of diverse pedagogies such as heutagogy, pedagogy, and cybergogy, employing fluid and organic curriculum by adopting innovations into teaching and learning, and incorporating the usage of technological advancements in teaching and learning process (Halili, 2019).

In line with the 4IR, there is a need for a change in the classroom's pedagogical approaches. With the multiple options of Web 2.0 tools, teachers are now able to make teaching and learning fun, and learners are exposed to and are given the opportunity to experience hands-on digital tools in the classroom. Using Web 2.0 tools, learners will be able to self-explore various online technological tools, which exposes them to heutagogical learning. This learning type could indirectly promote higher cognitive skills in completing the tasks given to them and prepare them for the future workforce where there is a high reliance on Web 2.0 tools. Therefore, learners will be marketable both locally and globally, as employers worldwide demand technologically knowledgeable workers in most fields, in line with the rapid changes in information and technology. Studies by Rahim, Yunus, Masran, Marian, Baser and Ali (2019), Coric Samardzija and Balaban (2014), Lukitasari, Handhika and Murtafiah (2018), and Khales (2016) have shown that digital resumes provide pre-interview information to candidates' details, which will help employers to do a pre-analysis of applicants and shortlist successful applicants for a job interview. Therefore, to support 4IR, a digital video CV would be more relevant for the job market and provide the potential to increase students' graduate employability.

Heutagogical Approach to Teaching and Learning

In a traditional teaching and learning approach, learning is controlled by the teacher. However, in a heutagogical approach, teaching and learning are more learner-centred, self-directed, and self-determined, intending to develop learners' autonomy and enable them to take control over their learning (Blaschke, 2012). This shows learning as an active and proactive process (Blaschke, 2012). The teacher's role is to facilitate the learning process by providing guidance and resources but leaves learners to decide what to learn and how to learn it through a self-reflection and assessment process (Blaschke, 2012). The focus of the heutagogical approach is for learners to be responsible for their progress in a variety of skills and competencies.

A Task-based Approach

Creating a digital video CV is a task-based approach to language learning. Language teaching and learning involves many processes, one of which is task design. According to Darmi, Harun, Samah, Puteh-Behak, Mat Saad and Mohd Ali (2017), creating tasks may be easy, but some language teachers may also find it difficult. Such difficulty transpires because each learner is different in their own way, allowing the language teacher to interpret several things according to the learner (Darmi et al., 2017). Ellis (2009) stated that the task-based approach is helpful because it offers the potential for 'normal' learning in the classroom and emphasises meaning over form. It also provides learners with rich feedback of target vocabulary, is inherently motivational and learner-centric, improves communication, and can be combined with other strategies. According to Ellis (2009), in Task-based Language Teaching (TBLT), language learning will be most effective if teaching aims at creating contexts that respect the capacity of learners to learn the natural language. This is supported by Samuda and Bygate (2008), who suggested classroom learning to be connected to the personal experiences of learners and the authenticity of the classroom teaching.

Bloom's Cognitive Theory

The idea of creating a digital video CV is linked to Bloom's (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, 2001) top three levels of complexity in the revised taxonomy (see Figure 1). At the highest level, learners are involved in analysing, evaluating, and creating. This level includes splitting content into constituent parts, deciding how the parts relate to each other and to an overarching structure or purpose through separating, arranging and attributing them; making decisions based on requirements and standards by checking and criticising, justifying a decision or course of action; bringing together elements to create a cohesive or functional whole; reorganising elements into a new pattern or framework by creating, preparing or developing new ideas, items or ways of viewing things.

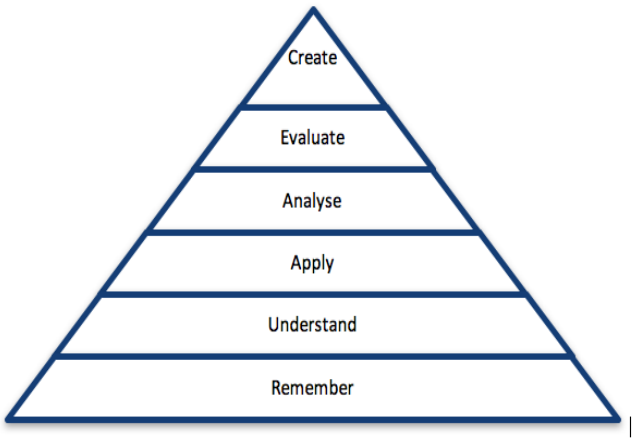

Figure 1. Bloom's Revised Taxonomy.

Note. This figure is based on the table of the six categories of the cognitive process, adapted from Anderson et al., (2001, p.31).

Bloom's taxonomy functions as the fundamental source to design tasks that suit different learner types. Using Bloom's framework can also become a reference to monitor learners' development from lower-order thinking skills (LOTS) to higher-order thinking skills (HOTS). The cognitive outcomes of courses in higher learning institutions in Malaysia use Bloom's taxonomy as its framework. In the language class, using a task-based approach allows teachers to adapt a task into many cognitive levels and encourages learners to focus on language learning, meaning, interaction and communication, and a rich learning environment, which further provide opportunities for learners to have a wider exploration of ideas, and delimit restriction of ideas. Creating a digital CV embeds 21st-century learning elements as learners are exposed to creativity, critical thinking, and communication. In addition, the task also exposes learners to the 4IR as it involves cyber-digital knowledge and complex skills.

METHODOLOGY

The study employs a quantitative approach, aiming to gather the perceptions of learners toward the learning task of creating a digital video CV, and how it prepares them for the workforce.

The Participants

The participants consisted of 130 students enrolled in English for Professionals course taught during Semester 1, 2019/ 2020 session by one of the researchers in this study. There were 3 faculties involved in the study, where 2 groups of students represent each faculty creating 6 groups in total. The students were undergraduate students from Universiti Sains Islam Malaysia (USIM) who were required to enrol in three levels of English language course throughout their study. The specific English language courses they needed to enrol in will be based on their MUET band upon their enrolment at the university. Hence, the students were required to enrol in English for Communicative Purposes (Year 1, Semester 1), English for Academic Purposes (Year 1, Semester 2) and English for Professionals (Year 2, semester 1). Each English language course contributes to 2 credit hours of the students' total number of credit hours for their programme.

The Course

Since English for Professionals is the last English language course for the students, it is necessary to provide early exposure to them to prepare for the workplace requirement. The course aims to prepare students to meet contemporary demands by using English confidently and accurately to seek employment and functioning in their future workplace. One of the course learning outcomes (CLO) is to perform ethical and professional communication strategies to produce and respond to writing tasks in English in a professional setting. There are two assessments for the stated CLO, one of which is writing a CV, which contribute 10% of the continuous assessment marks. Other assessments in the course are writing a cover letter, attending job interviews, conducting meetings, and writing meeting minutes.

The Task

In the 14-week semester, the teacher spent four hours (out of 42 hours) teaching how to write CVs. Learners were taught what a CV is, why it is required, its types, and its format. To expose learners to technology integration in CV writing, the teacher informed learners about the current trend in preparing digital video CVs and assigned the task of preparing a written CV and a digital video CV. The format of the digital video CV was limited to a maximum duration of 2 minutes. The contents required in the digital video CV were similar to the written CV such as their personal details (name, age, and hometown), their objectives for the application, their education details, their relevant work experience(s), their co-curricular involvement, their awards, skills, and personal qualities.

By employing the heutagogical approach, the lecturer informed learners to find information on how to prepare a digital video CV as it was not taught in class. The lecturer prepared a Padlet link for students to post the digital video CV. Before learners prepared their digital video CV, they were required to prepare and submit their written CV to the lecturer for approval. Then learners began preparing their digital video CVs. Learners were given 12 weeks to prepare and submit the digital video CV on the Padlet link. Their digital video CVs were prepared in suitable video software or applications like Vimeo, iMovie, Kinemaster, which they saved into an MP4 format or they published their digital video CVs on YouTube and then shared the link on Padlet. The Padlet link was only accessible by the learners and their lecturer, so they were able to view and comment on others' digital video CVs. The sharing enabled them to make comparisons of the videos and make improvements or learn from each other on how to produce a good digital video CV.

The Survey

Once learners had submitted their digital video CVs, the researcher provided them with a link to access the online Google form survey. The survey consisted of 18 statements, and participants were instructed to provide their opinions based on a 5-point Likert-type. They were required to complete the survey after they completed the task. The response was then analysed via the computer, using Microsoft Excel. From the total number of students (N = 130) of students in the online survey, 116 responded, showing an 89% response rate. The general demographics of the participants for gender showed that 32% (n = 37) participants were male and 68% of them (n = 79) were female. The mean age of the participants was 21 years old. At the beginning of the semester, the participants were already taught about writing a CV. Thus, they would know the items that are significant to be included in their video CVs. The findings are presented into two categories, based on the research aims: (1) exploring learners' perceptions towards the learning task of creating a digital video CV, and (2) explaining how creating the task prepares learners for employability.

FINDINGS AND DISCUSSIONS

The outcome of the learners' digital video CVs was posted on Padlet, where it was only accessible to the researcher as the teacher of the course, and the group of learners who were enrolled in the course. A screenshot compilation of learners' submission of their digital video CVs on Padlet is shown in Figure 2.

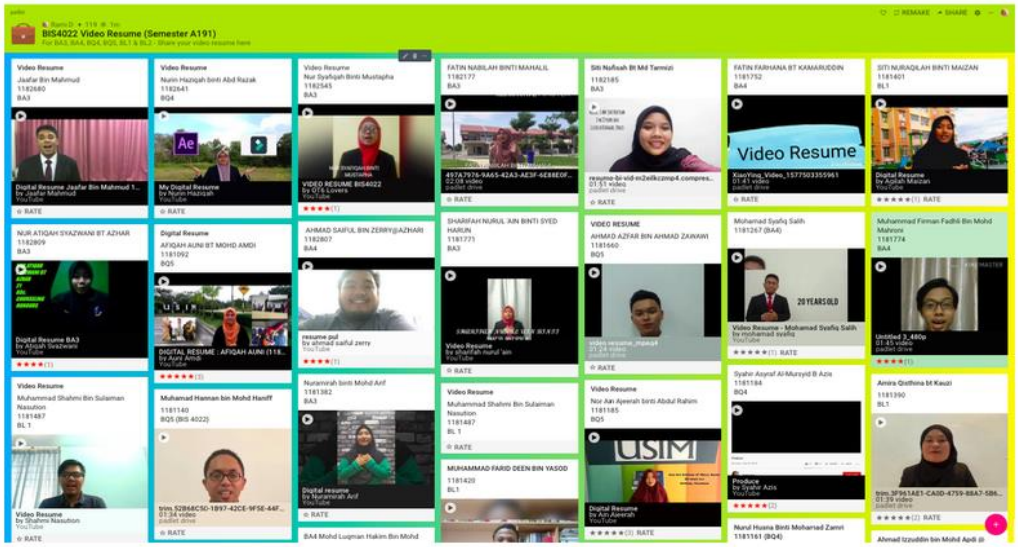

Figure 2. A Screenshot of Learners' Digital Video CVs on Padlet.

Learners' Perceptions of the Learning Task in Creating a Digital Video CV

To answer the first research question, the participants responded to ten Likert-type statements to indicate their scale of agreement. Table 1 depicts the findings of learners' perceptions of the learning task in creating a digital video CV.

Table 1. Learners' Perceptions of the Learning Task of Creating a Digital Video CV.

Item	Statement	SCALE											
		Strongly disagree		Disagree		Neutral		Agree		Strongly agree		No response	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
1	It was my first experience creating a digital video CV in the course.	5	4.4	1	0.9	2	1.7	28	24	80	69	0	0
2	Creating my digital video CV was challenging.	3	2.6	8	6.7	19	16.4	55	47.3	31	27	0	0
3	Creating my digital CV video was interesting.	2	1.7	0	0	7	6	45	38.8	62	53.5	0	0
4	Creating my digital video CV was fun.	2	1.7	1	0.9	10	8.6	48	41.4	52	44.8	3	2.6
5	Creating my digital video CV was stressful.	14	12.1	41	35.3	47	40.5	10	8.6	4	3.5	0	0
6	I enjoyed creating my digital video CV.	0	0	1	0.9	13	11.2	60	51.7	41	35.3	1	0.9
7	I need to be creative when creating my digital video CV.	1	0.9	0	0	4	3.5	47	40.5	64	55.1	0	0
8	I need to have in-depth knowledge about online tools to create my digital video CV.	1	0.9	1	0.9	7	6	39	33.6	67	57.7	1	0.9
9	I feel shy to post my digital video CV online (Padlet).	12	10.3	22	19	35	30.2	34	29.3	12	10.3	1	0.9
10	I am able to explore multiple online tools to create my digital video CV.	1	0.9	0	0	5	4.3	62	53.4	48	41.4	0	0

Note. The total number of respondents was 116, *n* refers to the number of respondents for each scale. The no-response column refers to some unanswered items from a few participants.

The results in Table 1 shows that the learners generally confirmed that creating a digital video CV was their first experience. Over 90% of the respondents strongly agreed or agreed that it was their first experience creating a digital video CV. In terms of creating the digital video CV, more than 74% of the respondents strongly agreed or agreed that it

was challenging. More than 90% of the respondents strongly agreed or agreed that it was interesting. Almost 90% of the respondents strongly agreed or agreed that it was fun. Interestingly, only 12.1% of the respondents felt that creating the digital video CV was stressful. Other than that, more than 85% of the respondents strongly agreed or agreed that they enjoyed creating the digital video CV, and almost 96% of the respondents strongly agreed and agreed that they needed to be creative when creating their digital video CV. Other than that, more than 90% of the respondents agreed and strongly agreed that they needed to have in-depth knowledge about online tools to create their digital video CV. However, in terms of posting their digital video CV on Padlet, almost 40% of the respondents felt shy. Lastly, almost 95% of the respondents strongly agreed or agreed that they could explore multiple online tools to create their digital video CV. In general, it could be noticed that, in all the provided statements, the participants responded more to the right end of the spectrum (strongly agreed or agreed), reflecting their positive perceptions toward the learning task of creating a digital video CV.

Learners' Perceptions of the Conduciveness in Creating a Digital Video CV for Future Employment

For the second research question, the participants responded to eight Likert-type statements indicating their scale of agreement. Table 2 illustrates the findings of learners' perceptions of how the learning task in creating a digital video CV prepares them for the workforce.

Table 2. Learners' Perceptions of the Conduciveness in Creating a Digital Video CV for Future Employment.

Item	Statement	SCALE											
		Strongly disagree		Disagree		Neutral		Agree		Strongly agree		No response	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
1	Creating my digital video CV trained me to prepare for my future job.	*6*	5.2	*0*	0	*7*	6	*29*	25	*73*	62.9	*1*	0.9
2	Having a digital video CV will allow me to be more marketable for the job market.	*0*	0	*3*	2.6	*8*	6.9	*39*	33.6	*64*	55.2	*2*	1.7
3	I prefer preparing conventional written CV than digital video CV.	*1*	0.9	*17*	14.7	*66*	56.9	*19*	16.3	*11*	9.5	*2*	1.7
4	I am able to learn independently in creating my digital video CV.	*0*	0	*3*	2.6	*20*	17.2	*50*	43.1	*42*	36.2	*1*	0.9
5	In creating my digital video CV, I had to analyse other online CVs first.	*2*	1.7	*3*	2.6	*16*	13.8	*53*	45.7	*41*	35.3	*1*	0.9
6	I synthesised other online digital video CVs before creating my own one.	*0*	0	*2*	1.7	*19*	16.4	*50*	43.1	*41*	35.3	*4*	3.5
7	I like using Padlet to share my digital video CV.	*2*	1.7	*2*	1.7	*34*	29.3	*53*	45.7	*24*	20.7	*1*	0.9
8	I am able to apply different thinking skills when creating my digital video CV.	*2*	1.7	*1*	0.9	*17*	14.7	*47*	40.5	*47*	40.5	*2*	1.7

Note. The total number of respondents was 116, *n* refers to the number of respondents for each scale. The no-response column refers to some unanswered responses from a few participants.

Table 2 indicates that most of the respondents (88%) strongly agreed or agreed that the learning task of creating a digital video CV trained them to prepare for future employment. In addition, almost 90% of the respondents strongly agreed or agreed that having a digital video CV allowed them to be more marketable for the job market. It is interesting to note that almost 57% of the respondents were neutral or 'neither disagree nor agree' that they prefer preparing written CV than digital video CV. Other than that, almost 80% of the respondents strongly agreed or agreed that they were able to learn independently in creating their digital video CV. When creating the digital video CV, over 80% of the respondents strongly agreed or agreed that they had to analyse others' online digital video CVs first. Besides, 78.4% of the respondents strongly agreed or agreed that they synthesized other digital video CVs before creating their own. When asked whether they liked using Padlet to share their digital video CVs, most of the respondents (66%) strongly agreed or agreed with the statement. Lastly, slightly more than 80% of the respondents strongly agreed or agreed that they could apply different thinking skills when creating their digital video CVs. In general, it could be observed that in

all the provided statements, participants showed agreement more to the right end of the scale in all the statements provided, indicating their positive perceptions on the conduciveness of the learning task of creating a digital video CV in preparation for future employment.

DISCUSSION

The findings on the learners' perceptions toward the learning task of creating a digital video CV showed that although majority of the participants experienced the task for the first time, most of them agreed that the task was interesting, fun, and enjoyable. When learners enjoy the task, it shows that the teacher can attract the learners by catering to the learners' needs. This finding is supported by the study conducted by Darmi et al. (2017). It also verifies Ellis's (2009) approach to task-based learning, as the task of creating a digital video CV allows students to be motivated, improves communication, and encourages the use of technological tools. The digital video CV also acknowledges learners' personal experiences and authenticity (Samuda & Bygate, 2008), making them benefit from the task. Besides, most of the participants concurred that the task of creating the digital video CV was challenging, creativity-driven, and knowledge-seeking. It also pushed the participants to explore different online tools suitable for the task.

The findings on the conduciveness of the learning task of creating a digital video CV to their preparation for future employment indicated that most participants felt that the task enabled them to learn independently, but required them to use their analysis, synthesis and multiple thinking skills. This supports Bloom's higher-order thinking skills, which should be the focus for university level learners. The digital video CV task is learner-centred, self-directed, and self-determined, with the aim of making learning more learner-autonomous and learner-controlled (Blaschke, 2012).

The findings on the learners' perceptions on the conduciveness of learning digital video CV for future employment showed most of the respondents concurred that the task prepared them for their future workforce. Most of them agreed that the task would make them become more marketable. This finding links to studies that show digital resumes contribute to employers' analysis of selecting and shortlisting suitable candidates for job interview (Rahim et al., 2019; Coric Samardzija & Balaban, 2014; Lukitasari et al., 2018; Khales, 2016). In addition, the task of creating the digital video CV required learners to self-explore, self-direct, and self-determine, which are linked to heutagogical learning. The heutagogical approach in creating digital video CVs enabled learners to be active and proactive towards their learning as they prepare for the future workforce. Learners self-explored various online technological tools and used their cognitive abilities to create their video digital CVs. They believed that creating a digital video CV made them independent, creative, and critical. This also allowed them to explore their higher-order thinking skills.

The higher-order thinking skills outlined by Bloom (Anderson et al., 2001), which are synthesising, evaluating, and creating, as well as the application of online tools and complex skills (searching, evaluating, thinking, and creating) are linked to the skills required in the 4IR (Halili, 2019) like heutagogy and cybergogy which enabled learners to incorporate the use of technological knowledge and skills into the task. All the skills that learners had to employ when creating the digital video CVs become a platform for training them for the future workforce. To cater for future demands in the workforce, the integration of digital-video-CV learning tasks in the curriculum of preparation programme could make learners more marketable not only locally but also globally. This integration is due to the worldwide workforce demand for technologically-knowledgeable workers in most fields, in line with the rapid changes in information and technology (Rahim et al., 2019; Coric Samardzija & Balaban, 2014; Lukitasari et al., 2018; Khales, 2016).

CONCLUSION AND RECOMMENDATIONS

This study has proven that the learning task of creating digital video CVs bolters creativity and critical thinking, self-exploration, and early preparation for employability. In line with the relevant previous studies, the findings of this study have shown that a task-based approach can be an alternative approach to foster creativity and heutagogical learning. When made more independent, it allows learners space to explore their ideas from one level to another, which permitted them to move according to their level of cognitive complexities. Such autonomous self-paced learning could prepare learners for more challenging tasks that await them in the real world. Thus, creating digital video CVs could boost learners' participation, creativity, and critical thinking skills and prepare learners for GSA as outlined in The National Graduate Employability Blueprint (2012-2017).

When learners go through self-directed and self-determined learning, they can self-learn, re-learn, and reflect on their learning, which provides them with better self-analysis for their future professional grooming. Therefore, teachers should prepare tasks that are more authentic and related to the workforce, as well as focus on hard skills and soft skills listed by the industries, so that learners are exposed to relevant language learning preparation for the professional world. Future researches that support heutagogical approach for the preparation of graduate employability are highly encouraged to investigate a variety of learning tasks germane to the creation of digital video CV as well as other millennial skills that could be served through English language education so that English language instructors have a wider knowledge in tackling the issue of unemployment.

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