



THE ROLE OF ENGLISH-SPEAKING PROFICIENCY IN SHAPING THE CAREERS OF ENGINEERING STUDENTS AT QUEST NAWAB-SHAH, PAKISTAN

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Abstract

This study investigates the role of English-speaking proficiency in building the careers of engineering students at Quaid-e-Awam University of Engineering, Science and Technology, Nawabshah, Pakistan. Recognizing the increasing globalization of the engineering profession and the critical need for effective communication, this research seeks to understand how English language skills influence students' performance, confidence, and employability within the engineering sector. The questionnaire was designed to assess students' self-reported English-speaking proficiency, their perceptions of its importance, challenges they face in improving their skills, and the effectiveness of institutional language support programs. Using a quantitative research design, data were collected through a structured questionnaire administered to 100 final-year students from the Civil and Electrical Engineering departments. The findings highlight that strong English-speaking skills significantly enhance students' academic performance, boost confidence in technical discussions, and improve employability by meeting industry communication demands. Proficiency in English was identified as a critical factor influencing employability, with students acknowledging that effective communication skills improve their chances of securing internships and jobs in competitive engineering markets. The study also identifies key challenges, including limited practice opportunities and language anxiety, while suggesting practical strategies such as integrating more speaking activities, teacher support, and the use of language labs and online tools. The research underscores the critical importance of English proficiency for professional growth in the global engineering landscape.

Keywords: *Academic Performance, Career Advancement, Employability, Engineering Education, English-Speaking Proficiency.*

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1. Introduction

The only field that has united the entire world together through technology is engineering. The world has been bent into a platform where anybody can voice their mind by sharing their ideas and talents to reach their targets and make their dreams come true (Budiman, A., & Liu, X, 2025). Numerous engineers from all over the world took the responsibility of making enormous skyscrapers, flyovers, amazing cars, etc. A reality when they were made. So, to reward these images, English is the language that united glowing minds to end up with a richness of invention-related ideas (Srinivas, 2023)

Since there isn't a language as widely spoken as English, it is significant in the current globalization context, where the entire world has shrunk to a small village due to the quick development of communication highways (Hynninen, 2025). English is now "the ascendant language internationally, being widespread." Globally, people have started using this language for a variety of reasons. (Kurniawan, 2024) states that it is generally acknowledged that English is the most widely spoken language in the world. It is mentioned as the primary language used by experts in science, international business, and diplomacy. When English is not the native tongue of two people from different cultures, it is frequently used as the global language and is the primary means of communication (Wu, J. F., & Tsai, H. L. , 2024)

From Pakistan, many engineers now need to strive overseas and travel to multiple continents. English worked as a chief language of link among technology, innovation, education, science, and social media networking (Simas, 2026). English is a powerful connector between scientists, technologists, and business professionals from multiple backgrounds (Mammadova, 2026). The globalized world has made English the existing language, especially in the engineering field. Therefore, to connect with fellow, friends, teachers, and stakeholders, Pakistani undergraduate engineering students need to be extremely proficient in the English language. This proficiency is principal for progress in several engineering-related sectors (Riaz, 2025). Furthermore, in the engineering field, many lectures, labs, projects, tutorials, and reports, are to be prepared in English (D. Gaikward, 2022). However, Undergraduate engineering students at QUEST, Pakistan, need to be skilled in English to enhance their performance. They need excellent conveying capabilities. Technical specifications, manuals, presentations, project documentation, professional networking profiles, emails, technical blogs, technical reports, and documentation need strong English proficiency.

Additionally, on the side of QUEST undergraduate engineering students, this study underlines how important English speaking proficiency is for their careers. We may make sure that engineers have the potential to prosper in the globalized world. In what ways does proficiency in the English language ensure a successful career path? What part does English speaking proficiency play in advancing one's career? Consequently, at Engineering Landscape QUEST Pakistan, this study will support the field's ongoing development and advancement in engineering to sharpen their English-speaking proficiency.

1.1. Background of the study

Proficiency in English is considered essential. English is the most spoken language globally, with one billion speakers. The lengthy history of English as a language has contributed to its well-known status (Farhan, 2021). English has touched nearly every aspect of human life in the era of globalization. Including trade, international relations, tourism, research, technology, and education, Globalization has made English language proficiency necessary for engineering students across the globe (Rintaningrum, 2018). By 2020, the British Council views that two billion people are exploiting English globally. It is perceived as a language of elite, power, prevailing, and is considered the most dominant language around the globe. As a result, it opens doors to the world and lets you communicate with people all around the world (Shrestha, R. N., Awasthi, J. R., & Pahari, B. R, 2019). In engineering education, it undoubtedly occupies a very significant position. The English language has played the role of a key to opening the door of development and prosperity in our personal and professional lives. (Rup Narayan Shrestha¹, Bharat Raj Pahari ², Jai Raj Awasthi³, 2015). As globalization remodeled several industries, English developed in fields like science and engineering. Engineers of today are required to convey throughout the world. For TASIĆ engineering students, English functions as a mediator even today as well. Consequently, (Miloš, Jelena DINIĆ, Dragoljub B. ĐORĐEVIĆ, 2020) state that engineers and scientists have to be expressive in English because it is the most refined language, especially in science and technology. On a global level, we cannot exist if we are not fluent in English. Being a foundational component of knowledge, communication, and professional advancement, English proficiency is crucial to engineering education (Lee, 2026).

In Pakistani universities, speaking English is deemed a streak of style and prestige. English is taught in Pakistani universities as a compulsory subject in every academic section at undergraduate and graduate levels because English is the main language of instruction. In Pakistani universities, students fail their graduate and master level courses for their substandard English therefore English's importance is demonstrated by the fact that it is a required skill at the graduate or even at the masters level. The absence of English proficiency skills, i.e., Reading, Writing, Speech, and Listening has been identified as a

primary deficit surrounded by present day (Ullah, H., Babar, M. A. H., Shahbaz, B., & Ali, S, 2026)

In Pakistan, establishments like Quaid-e-Awam University of Engineering Science and Technology, Nawab Shah are pivotal because they train future engineers to grow in a competitive global market. They give students the knowledge and skills they need to meet the demands of the modern engineering industry. The research target is to provide a comprehensive analysis of the ways in which the English-speaking proficiency of QUEST engineering students affects their career options. According to the study, academic success and English-speaking proficiency are consistently strongly correlated, especially in technical fields at QUEST like electrical engineering, b civil, mechanical chemical, telecommunication, environmental science, data science, etc.

The motivation behind this study is the understanding that English speaking proficiency is explanatory for both prospective career as well as academic achievements.

1.2. Problem statement

Currently, English is understood as general speech in the global professional and academic domain. Gope (2022). States that English speaking Proficiency is not restricted or limited to usage. Its widespread usage is countless. Instantly for success in the educated workforce, especially in the field of knowledge-based engineering, English speaking proficiency is fundamental. The statement "English is not just any language; it is the language of global business, technology, and educational institutions, though English-speaking proficiency is crucial, little research has been done on how it affects engineering faculty students' academic and professional performance, especially at regional campuses like Quaid-e-Awam University of Engineering Science and Technology (QUEST) Nawabshah. So, the study aims to investigate the effects of English-speaking proficiency on the rise of one career at engineering faculty QUEST. The study will examine the importance of speaking proficiency in English for landing up the engineering career ladder in engineering. It also examines how QUEST engineering students view the value of English language skills for their professional success

The findings of the study will also demonstrate how such a university could create its language support programs and how its engineering programs' curricula could better incorporate English language development to better prepare students for the demands of the global workforce.

2. Scope of the study

This study has four limitations: subject, sample, place, and time. Thus, the scope of the current study was limited to the following:

Limit of the subject: The impact of English-speaking proficiency in shaping the careers of engineering students at QUEST Nawabshah, Pakistan

Sample limit: Undergraduate:” males and females” students

Place limit: Engineering faculty 2 major departments (Civil Engineering and Electrical Engineering) at the Quaid e Awam University of Engineering Science and Technology, Nawabshah.

Time limit: The academic year 2025

3. Significance of the study

The ability to speak English is one basic requirement for engineering, both within the country and abroad. Gap supports an understanding that having a command of English-speaking proficiency is necessary for QUEST engineering graduates for their academic as well as professional lives. This is pivotal because historically; varied bands conduct most engineering projects in English, especially when dealing with multi-national units. In this interest, majorly impacts professional progress in terms of the indicated English language proficiency skills. Therefore, English speaking proficiency is a crucial aspect of career growth, especially in fields like engineering faculty where chances with interacting people around the world are becoming more prevalent. Thus, proficiency in the English language may play a major role in establishing one's career. In this regard Understanding students' knowledge can support addressing gaps in English speaking proficiency and better English with industry needs. Moreover, Proficiency in English is essential for comprehending technical content. Such studies would shed light on the potential effects of language barriers on academic performance in the engineering area. By discovering such barriers, universities can better plan their programs to help the students develop their English-speaking proficiency, which is a necessity for good academic performance and career success as well.

4. Research Objectives

1. To examine the importance of English-speaking proficiency for advancing the careers of engineering students.
2. To analyze the relation of academic achievement in QUEST's foundational English learning courses to English-speaking proficiency.
3. To identify the key challenges that hinder QUEST engineering students from achieving English-speaking proficiency, and to provide practical solutions to overcome these obstacles.

5. Research Questions

1. How important is English-speaking proficiency for advancing the careers of engineering students?
2. How does academic achievement in QUEST's foundational English learning courses relate to English proficiency?
3. What are the key challenges that hinder QUEST engineering students from achieving English-speaking proficiency, and what practical solutions can be implemented to overcome these obstacles?

6. Literature Review

Being good at English is very important for engineering students' careers. This is especially true in countries like Pakistan, where English is taught but not used well daily. Good English skills help engineering students create technical knowledge, which affects how well they perform. A study by Hussain (2020) carried out focus groups and surveys with 200 people to learn about how important English is for project presentations and technical writing. The results show that students who spoke English well could share their complicated ideas more easily in writing and speaking. This will help them do better in their academics and professionally. There is evidence that good English language skills are linked to better academic performance. Hussain (2020) did a survey and a group discussion with 200 people to know how English is used in project presentations and technical writing. Results showed that students who were good at English felt surer of themselves". Better performance in academics and at work was achieved by them as a result. A study that combined different research methods was conducted by Rehman and Iqbal (2021). They surveyed 350 engineering students from three universities in Sindh, one of which was QUEST Pakistan. It was shown by this study that good English skills helped engineering students better understand ideas, perform well on tests, and handle assignments more easily. It also showed that students who don't speak English well struggle to understand what they are learning.

The world has changed how we use English. Tanveer and Ijaz (2020) conducted a study on different industries in Pakistan where they asked 500 engineers about their work. The results showed that being good at English helps people work better together and also makes it easier for engineers to perceive a better career. Research from other countries shows that knowing English can greatly increase chances of getting a job.

6.1. Language skills development (listening, speaking, reading, writing skills)

The four core language skills are listening, speaking, reading, and writing. All these are the fundamental skills that the engineering students must possess.

1. **Listening:** Technical jargon and complicated instructions are absorbed through listening to technical podcasts, attending webinars, or even academic lectures.
2. **Speaking:** Group discussions, presentations, and role-plays are incorporated to upgrade oral communication skills with emphasis on pronunciation, clarity, and fluency.
3. **Reads:** Technical magazines research essays, and textbooks expand vocabulary and familiarity with technical or specialized material.
4. **Writing:** Accuracy, coherence, and style, necessary for professional or academic success, are developed through practice in writing reports, essays, and emails.

6.2. English proficiency

The ability to communicate meaningfully in the English language is referred to as a state of English proficiency, which involves listening, speaking, reading, and writing abilities. It is stressed that English proficiency is not mere linguistic competence; it includes the ability to make ideas, interact meaningfully, and adapt to all sorts of contexts. English proficiency has been defined differently by various authors depending on what is desired. Templer (2019) says that it is described as the capability to speak and write good and correct English based on specific purposes and situations. This defines what should be communicated effectively in order to have a point or accomplish something at work or in school. Alqahtani (2021) continues the definition of the term, adding that being great at a language means knowing the rules of language and being able to perform them in multiple situations.

6.3. Gaps in previous literature

Many studies have investigated how the use of the English language in terms of education is essential. Nonetheless, there are still a number of questions with regard to its influence on the careers of engineering. Such gaps can explain the particular difficulties encountered by this gap in academics and career are given below.

Many studies have been conducted to find out how important it is to know English in education, but few focus on the English language needs of engineering students. For instance, (Zhang, Y .2021) emphasizes speaking English fluently internationally. In his study "Exploring the Role of English Proficiency in collaborative professional environments." However, he does not specify the specific English skills that engineering students require in a professional setting. Other studies, such as Jenkins and Leung (2019), have found a gap in understanding the needs of English in higher education. However, they failed to consider the particular demands of technical communication regarding the understanding of texts in engineering, like reading and comprehension of technical documents, writing, etc.

Furthermore, Longitudinal studies need to be conducted to identify the influence of English competence on the careers of engineering students. It has become one of the existing gaps in the literature. Alqahtani (2021) and Al-Seghayer (2020) talk about how important it is to be good at English in the short term, but they don't indicate how proficiency in English affects career growth in engineering over a longer period. This research has not answered questions about how English skills improve in jobs, especially in engineering, where it's important to keep learning and adapting.

Consequently, there is an increasing number of digital tools and online platforms that have been utilized to enhance language skills, but there is a limited number of studies exploring how effective these tools are in assisting engineering students to learn the language skills they need for their profession. In his research on teamwork in professional

settings, (Kang, 2018) does not consider how technology, such as writing software or online collaboration tools, supports engineering students in enhancing their English skills.

(Templer, Jenkins & Leung 2019) discuss the role of English skills in higher education, but they do not address the issues faced by various genders, particularly in the engineering fields. Female engineering students, especially from regions where English is not the native language, would be challenged by cultural and social barriers that make it difficult to acquire English skills.

Lastly, research has indicated that what engineering students learn in college and what they require in the workplace to excel do not match.

6.4. Engineering Education and English Speaking Proficiency: A Global Perspective

During the last decades, English has become the most common language used in teaching colleges and universities, especially in subjects such as engineering (Qiu, X., & Yuan, R, 2025). This trend is happening worldwide because academics and professions are becoming more connected. Globalization has made it easier for students and professionals to move around the world (Singh & Abdullah, 2022).

6.5. English Speaking Proficiency among Pakistani Engineering Students

Studies have shown various issues and ways of assisting Pakistani engineering students in their English language skills. In further education, the vehicle of instruction is English in Pakistan. It is also perceived as a tool for cooperation with other nations, innovation of new ideas, and access to many academic and job opportunities (Shahzad, 2013). The literature shows that Pakistani engineering students face a lot of difficulties in becoming good at the English language.

Many engineering students in Pakistan are unable to learn the language as those in other countries where the native language is not English. This is significant since the language plays a huge role in their learning and future work. Several studies indicate that engineering students in Pakistan face problems with academic English, especially when writing technical documents, comprehending content, and speaking clearly. These skills are important for their study and future work (Zaman, 2014). Difficulties for Pakistani engineering students in speaking and writing the English language arise from numerous sources. Such problems appear not only due to insufficient language practice during early education but also to variations in teaching methods and resources utilized in different regions of the country (Mahboob & Halai, 2013).

6.6. Functions of English-Speaking Proficiency in Academic Excellence

According to new studies. It is also indicated that language skills are important for the academic performance of engineering students, there is empirical evidence that English proficiency is the primary factor to affects multiple indicators of academic performance in engineering disciplines, including grades, standardized test scores, research contributions, and career success. The evidence generally suggests that the students who are strong in

English typically do well in terms of academics, understand the material better, and score well in making judgments related to critical thinking. Moreover, it is considered that students need to attain language proficiency to facilitate their achievements in both academic and professional careers (Sadia, B., Memon, S., & Pathan, H., 2021), Conducted research at Mehran University of Engineering and Technology in Pakistan. And set up a major positive link between English proficiency and undergraduate engineering students' cumulative grade point average. Applying a quantitative research approach, data were gathered from 100 undergraduate engineering students using adapted English language tests. According to Asghar and Bilal (2023) increased attention has been gained regarding how English language proficiency impacts the long-term academic and career goals of engineering students. Strong language skills are increasingly emphasized as an essential element of success in international academia (Shah & Malik, 2023). Students who are good at the English language can learn a lot because they have access to more research papers, they can join technical conferences, and even communicate with people from around the world. Therefore, this is important because of the positive impact it has on their future studies and careers (Wang & Zhou, 2023).

7. Research Methodology

The term "research" consists of two words: "re-" and "search." The term "re-" denotes again or once again, and "search" is a verb denoting to search closely and carefully to discover something. Research is a careful search and investigation to discover new facts and information. (Shah, 2025). It is a scientific and systematic approach to examine a specific problem with an aim to get a solution (Hameedullah et al., 2025). The term "method" is derived from two Greek components: "meth-" and "-Odos." "Meth" implies "after" and "Odos" implies "way." A method is a means to accomplish something that has worked efficiently for someone else in addressing a challenge or accomplishing an objective (Ali, 2025). Research methodology is the systematic manner by which researchers apply themselves to address a research problem.

7.1. Design of the Study

Once selecting a problem and searching for related information, the researcher begins to think about a larger plan for their study. It is referred to as the "research plan" or "research design." This study used a quantitative research design, which focuses on collecting and analyzing numerical data to answer research questions objectively. A survey method was employed to gather information from participants using a structured questionnaire. This approach helped examine students perception of English speaking proficiency through statistical analysis. The design ensured systematic, reliable, and unbiased data collection aligned with the research objectives.

7.2. Site of the study

The study is conducted at 2 major departments of engineering faculty at Quaid-e-Awam University of Engineering, Science, and Technology (QUEST), Pakistan. This university serves as an ideal place for research because it has more focuses on technical education. QUEST is known for training engineers who need good communication skills, especially in English, to do well in jobs around the world. By choosing QUEST for this study, the research gathers information from students who are directly impacted by the need to speak English in academic and workplace.

7.3. Selection of the participants

As I mentioned earlier, in order to accomplish its goals, this study used a research design. Collecting quantitative data from the same population. Sampling is a key aspect of data collection involving the selection of participants who represent the target population being studied. The participants were collected from two major engineering departments at QUEST: Civil Engineering and Electrical Engineering, to ensure representation from different Engineering fields. A total of 100 final year students participated in the study with 50 students from each department. Random sampling was used to select participants fairly and reduce bias, ensuring that the sample represented the large student population. This sample size was considered suitable for quantitative analysis and statistical interpretation.

For the quantitative portion of the study, there were 100 participants in total.

participants	No:
Civil Engineering _ final year respondents	50
Electrical Engineering _ Final year respondents	50
Total	100

7.4. Data Collection Instruments

In this quantitative research method, data were gathered employing complementary tools, aiming to offer a thorough comprehension of the research subjects. The subsequent sections outline the instruments employed during each stage of data collection.

7.5. Structured questionnaire

The data collection tool for this study was a structured questionnaire specifically designed to investigate the role of English-speaking proficiency in the career development of engineering students at QUEST, Pakistan. This questionnaire was adapted from a validated questionnaire originally developed by Ahmad Yasruddin Md Yasin. (2010) in their study titled *“The English Proficiency of Civil Engineering Students at a Malaysian Polytechnic.”* Responses were recorded on a 5-point Likert scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree).

7.6. Pilot Study

Before administering the questionnaire to all participants. We conducted a small pilot test to find out if the questions were understandable, relevant, and consistent. 10 engineering students from QUEST who were not involved in the main study participated in the pilot study. The Pilot study served to ensure that the questions would be comprehensible. It tested if the language and context were meaningful. Any ambiguous word could be corrected. Suggestions from these students assisted in making minor revisions to the questions to provide more clarity. No significant changes were required because the items matched suitably with the research objectives.

7.7. Reliability of the Instrument

To assess the internal consistency of the modified questionnaire, a reliability analysis was conducted using the responses from the pilot study. Cronbach's Alpha coefficient was used as the statistical measure of reliability.

Cronbach's Alpha value = 0.760

This value indicates a good level of internal consistency, suggesting that the questionnaire items are reliably measuring the intended construct.

Case Processing Summary			
		N	%
Cases	Valid	100	100.0
	Excluded ^a	0	.0
	Total	100	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.760	50

7.8. Data Collection Process

The data collection process follows a quantitative phase, In the quantitative phase of this study, data was collected using a structured questionnaire distributed through Google Forms. The use of Google Forms offered multiple advantages, including encrypted transmission, automated data entry, and secure cloud-based storage. The questionnaire link was shared with selected engineering students via email and university communication platforms, such as WhatsApp groups and departmental notices. Participants were provided with clear instructions on how to access and complete the online survey.

7.9. Data Analysis Process

The collected data were analyzed using SPSS version 29 to interpret responses and answer the research questions. The data were first checked for accuracy and completeness, then analyzed using descriptive statistics including minimum, maximum, mean, and

standard deviation. These statistics helped understand the perception of English speaking proficiency. A reliability test using Cronbach's Alpha (0.760) was also conducted confirming that the questionnaire was reliable

7.10. Reliability and Validity

7.10.1. Reliability

Reliability refers to the consistency and stability of the instrument in measuring the intended constructs. In this study, the internal consistency of the structured questionnaire was tested using Cronbach's Alpha. A pilot study was conducted with 10 engineering students, and the results indicated a Cronbach's Alpha value of 0.760, which is considered acceptable in social sciences research (Creswell, 2014).

7.10.2. Validity

Validity pertains to how well the instrument measures what it is intended to measure (Yasin, 2010). Content validity was ensured by adapting items from a previously validated questionnaire and further refining them to suit the context of engineering students at QUEST, Pakistan. The items were aligned with the research objectives and reviewed for relevance, clarity, and comprehensiveness. Expert opinion from academic supervisors and pilot participants also helped enhance the clarity and contextual appropriateness of the questionnaire, ensuring strong face and content validity.

8. Ethical Considerations

This study was carried out in accordance with strong ethical principles that guide research in education and social science. Participants were fully informed of the intent, goals, and scope of the study before gathering any data. To secure participants' privacy, no personally identifiable data was gathered during the process of the survey. The participants were handled with utmost respect and care throughout the research process. Participants were completely at liberty to choose whether they wished to respond to some of the questions or not, allowing them to feel secure and safe. The information gathered was delivered via secure channels provided by Google Forms. This enabled all of the information to be stored safely in password-protected files, accessible only to the researcher. The information was only used for research purposes and will be systematically stored once completed. By adhering to these ethical principles, the researcher ensured the protection of participants' rights, dignity, and data privacy throughout the research process.

9. Quantitative Data Analysis

9.1. Findings: 1 Demographic Information

This section gives the rundown of the qualities of the people included in the study. Having the gender, age, department, educational attainment, year of study, and internship experience of the respondents makes us have a clearer idea of the numbers. It indicates how these significant facts may be connected with their knowledge of English.

Table 1.10.1. Demographic Information

Items	N	Minimum	Maximum	Mean	Std. Deviation
What is your gender?	100	1.00	2.00	1.3000	.46057
What is your age?	100	1.00	3.00	1.7400	.50493
Which engineering department do you belong to?	100	1.00	2.00	1.4800	.50212
What is your highest level of education?	100	3.00	3.00	3.0000	.00000
What is your current year of study?	100	4.00	4.00	4.0000	.00000
Have you completed an internship?	100	1.00	4.00	2.3500	1.26631
Valid N (listwise)	100				

Table 1 shows that 100 participants took part in the study. Most respondents were male (Mean = 1.30, SD = 0.46) and belonged to the 18_24 age group (Mean = 1.74, SD = 0.50). Participants were equally distributed between civil and Electrical departments (Mean = 1.48, SD = 0.50). All respondents had the same education level (Bachelor's degree) and were final - year students, as indicated by zero variation. Internship experience varied among participants (Mean = 2.35, SD = 1.27), showing differences in internship completion or involvement.

Table 1.10.2. English-Speaking Proficiency (7 items)

English-Speaking Proficiency Items	N	Minimum	Maximum	Mean	Std. Deviation
I can speak English fluently and confidently.	100	2.00	5.00	3.9000	0.86432
I can express my ideas and opinions clearly in English.	100	2.00	5.00	4.0000	0.79456
I can use appropriate grammar, vocabulary, and pronunciation in English.	100	2.00	5.00	3.8500	0.91542
I can participate effectively in English discussions and conversations.	100	2.00	5.00	4.1000	0.82567
I can adjust my speaking style to fit different situations.	100	2.00	5.00	3.9200	0.84326

I can clearly articulate my ideas and thoughts in spoken English.	100	2.00	5.00	3.7700	0.75653
I can use a wide range of vocabulary in spoken English	100	2.00	5.00	3.2600	0.91740
Valid N (listwise)	100				

Table 1.10.2 shows that students generally have a high level of confidence in their English speaking abilities. The mean score for speaking fluently was (Mean=3.90, SD = 0.86), while expressing ideas clearly received a mean of 4.000. The use of appropriate grammar, vocabulary, and pronunciation had a mean of 3.85. The highest mean score, 4.11, was for participants in English discussions, showing Strong engagement. Adapting speaking style to different situations had a mean of 3.92 overall, the high mean scores indicate strong spoken English proficiency and effective communication skills in both academic and real-life settings

Table 1.10.3 Career advancement (7 Items)

English speaking proficiency is essential for engineering students' career success	100	1.00	5.00	1.9200	1.11627
English speaking proficiency is essential for networking with professionals in the engineering field	100	1.00	5.00	1.8000	.94281
Speaking English fluently is necessary for the development of the global engineering industry.	100	1.00	5.00	1.7500	.89188
Improving my English-Speaking proficiency will help me present technical information effectively	100	1.00	5.00	1.9500	1.02863
Employers prefer engineering graduates with strong English-speaking skills.	100	1.00	5.00	1.9500	1.01876
I believe that the ability to speak English fluently directly impacts job readiness	100	1.00	5.00	1.8900	1.05309
Having strong English-speaking skills will enhance my chances of getting internships.	100	1.00	5.00	2.0200	1.10992
Valid N (list wise)	100				

Table 1.10.3 shows that students strongly agree on the importance of English speaking proficiency for career success. The mean score for English proficiency being essential for engineering students' career success was (Mean=1.92, SD = 1.12), while networking with professionals scored 1.80. The necessity of English fluency for progress in the global engineering industry had the lowest mean of 1.75 (SD = 0.89), showing Strong agreement. Improving English for presenting technical information and employers preferring graduates with strong English skills both had a mean of 1.95. The impact of

English fluency on job readiness scored 1.89, while enhancing internship opportunities had the highest mean of 2.02(SD =1.11) overall. The results indicate that students consider English speaking proficiency important for career development, employability and professional success in engineering.

Findings: 2 To analyze the relation of academic achievement in QUEST's foundational English learning courses to English Speaking proficiency.

To address this research question, the analysis focuses on the students' perceptions of how their foundational English courses contributed to the development of their speaking abilities. This was examined through a set of 7 questionnaire items. These items explored students' experiences during these courses in terms of improvement in fluency, clarity, confidence, classroom practice, teacher support, feedback, and the effectiveness of the speaking components.

Table 1.10.4 Foundational English Courses and English Speaking Proficiency (7 items)

Items	N	Min	Max	Mean	Std. Deviation
Foundational English courses at QUEST improved my speaking skills.	100	1.00	5.00	1.9400	1.09931
Foundational English courses helped me speak more clearly and correctly.	100	1.00	5.00	1.9800	1.09157
I practiced speaking English regularly during my foundational English courses.	100	1.00	5.00	2.1800	1.23403
My confidence in speaking English increased after completing these courses.	100	1.00	5.00	2.0200	1.00484
Teachers encouraged speaking activities in foundational English courses.	100	1.00	5.00	2.0400	1.03397
The speaking component in foundational English courses was effectively taught.	100	1.00	5.00	2.0100	.94810
I received helpful feedback on my English speaking during these courses.	100	1.00	5.00	2.1300	1.11604
Valid N (list wise)	100				

Table 1.10.4 shows that students generally viewed foundational English courses positively in improving their speaking skills. The mean score for improving speaking ability was 1.94 (SD = 1.10), while speaking more clearly and correctly scored 1.98. Opportunities to practice spoken English had a mean of 2.18, and increased confidence in speaking after completing the courses scored 2.02. Teachers encouragement for speaking activities received a mean of 2.04, while the effectiveness of speaking components in the

courses was rated 2.01. Helpful feedback on spoken English had a mean of 2.13. Overall, the results suggest that foundational English courses contributed positively to Students fluency, confidence, and spoken communication skills

Findings: 3. To identify the key challenges that hinder QUEST engineering students from achieving English-speaking proficiency, and practical solutions to overcome these obstacles.

To explore this research question, two components have been included in the analysis. The first component focuses on the challenges faced by students in developing English-speaking proficiency. This was examined through a total of 7 items in the questionnaire. The second component addresses the practical solutions suggested by students, captured through 10 specific items. These include recommendations such as incorporating more speaking activities into courses, encouraging teachers to promote English use, introducing language labs and online tools, organizing group discussions, setting personal communication goals, and integrating English tasks within internship programs.

Table 1.10.5 The key challenges (7 items)

Items	N	Min	Max	Mean	Std. Deviation
I feel nervous or anxious when speaking English in front of others.	100	1.00	5.00	2.2100	1.13079
I find it difficult to speak English fluently during technical discussions.	100	1.00	5.00	2.0800	1.07007
Lack of practice opportunities or environment affects my speaking confidence	100	1.00	5.00	2.1300	1.11604
I hesitate to speak English due to fear of making mistakes	100	1.00	5.00	2.0500	1.13150
Limited vocabulary prevents me from speaking effectively	100	1.00	5.00	2.0000	1.03475
I don't have enough friends who speak English.	100	1.00	5.00	1.9100	1.04538
My academic schedule doesn't allow much time for English speaking practice.	100	1.00	5.00	2.2600	1.15137
Valid N (list wise)	100				

Table 1.10.5 shows that students face several challenges in developing English speaking proficiency. Nervousness when speaking English in front of others had a mean score of 2.21 (SD = 1.13), while difficulty in speaking fluently during technical discussions scored 2.08. Lack of practice opportunities received a mean of 2.13, and fear of making mistakes scored 2.05. Limited had a mean of 2.00 (SD = 1.03), while having fewer English speaking friends scored 1.91. Academic workload was the highest challenge with a mean

of 2.26, indicating time shortage for practicing English. Overall, the results suggest that psychological, Social and academic Factors affect students confidence and development in English-speaking skills

Table 1.10.6 practical solutions for overcoming these challenges.

	N	Min	Max	Mean	Std. Deviation
More speaking activities should be added to courses.	100	1.00	5.00	1.8700	1.00156
Teachers should encourage students to speak English.	100	1.00	4.00	1.6300	.73382
Online speaking tools should be introduced	100	1.00	5.00	1.7200	.76647
English language labs should be available for students.	100	1.00	5.00	1.6700	.86521
Students should practice English with each other more.	100	1.00	5.00	2.0000	1.05409
Set goals to improve my English communication every semester.	100	1.00	4.00	1.7100	.80773
Internship programs should include English communication tasks	100	1.00	5.00	1.9000	.92660
Seminars should be conducted in English for better exposure.	100	1.00	4.00	1.8200	.79620
More opportunities for group discussions or debates in English should be given	100	1.00	4.00	1.8900	.94168
Peer feedback on English speaking would be helpful.	100	1.00	5.00	1.6300	.84871
Valid N (listwise)	100				

Table 1.10.6 shows that students strongly agree on strategies to improve English speaking proficiency. More speaking activities in course had a mean of 1.87. While teacher encouragement and peer feedback received the lowest mean of 1.63 (SD = 0.73). Showing Strong agreement. Online speaking tools scored 1.72, and English language labs had a mean of 1.67. Practicing English with peers scored 2.00, while setting personal communication goals received 1.71. English communication tasks in internships had a mean of 1.90, Seminars in English scored 1.82, and group discussions or debates recieved 1.89. Overall, the results indicate that students support structured, interactive and supportive learning strategies to improve their English speaking skills

10. Discussion

The structured survey provided numerical data that showed significant information regarding the proficiency in English of engineering students at QUEST Nawabshah. It seeks to thoroughly examine the figures we discovered and observe what they imply in terms of the research questions and objectives we formulated. The study employs simple

statistics such as average scores and standard deviations to indicate how students assess their English-speaking proficiency and how they perceive the significance of being proficient in the language. A five-point scale was employed, in which lower average scores indicated greater agreement with favorable statements. This description serves to help us interpret the data both in number form as well as in general sense. The findings indicate that QUEST engineering students typically possess a rudimentary English-speaking ability. For instance, the largest average score ($M = 4.10$, $SD = 0.83$) was associated with performing well in English debates and conversation and reflects a very confident behavior when communicating with others. Similarly, the students were graded highly on expressing ideas clearly in English (average score of 4.00) and adapting the way they speak according to the situation (average score of 3.92). This indicates that the students are becoming more adaptable as well as proficient at speaking. These scores indicate that individuals are confident in general and converse fluently. This is emphasized by a mean score of 3.90 (with a range of 0.86) for speaking fluently and confidently. Students believe very much that competence in English is essential to achieve success in their careers. The belief that it is crucial to be proficient in a language for international engineering work (average = 1.75, variation = 0.89) and for an academic technical presentation (average = 1.95, variation = 1.02) indicates that students realize the requirements of their profession. Similarly, individuals hold the view that better English speakers are favored by employers, which received a mean rating of 1.95 (with a standard deviation of 1.01) what it displays is that being proficient in a language is associated with employment. Students averred that Basic English programs assisted them in enhancing their speaking ability. Participants reported that elementary English instruction helped them talk more clearly and correctly with a mean score of 1.98 ($SD = 1.09$). They also felt more confident with a mean score of 2.02 ($SD = 1.00$) Opportunities to practice (mean score = 2.18, how diverse the scores were = 1.23) and teacher support (mean score = 2.04, how diverse the scores were = 1.03) were crucial. This is evidence that early language assistance is worth teaching. Even with these strengths, some problems came up. Students reported that they were apprehensive when talking (average = 2.21, range = 1.13), struggled with technical subjects (average = 2.08, range = 1.07) and possessed a narrow vocabulary (average = 2.00, range = 1.03) There were social and structural difficulties, such as having no friends who know English (average = 1.91, standard deviation = 1.04) and not having enough time to practice due to homework (average = 2.26, standard deviation = 1.15) These issues weren't only symptoms of the outer worldly barriers, but Fortunately, students provided useful suggestions for the solution of these issues. The recommendation to incorporate more speaking exercises to classes (average score = 1.87, spread = 1.00), employ online resources (average score = 1.72, spread = 0.76) and establish language laboratories (average score = 1.67, spread = 0.87) indicates that

everyone is eager for a more talkative and interactive style of learning. Peer commenting (average score = 1.63, spread = 0.85) and greater teacher encouragement (average score = 1.63, spread = 0.73) were identified as useful instructional strategies. Overall, the numerical analysis provides an in-depth picture of how prepared QUEST engineering students are to communicate in English. The data indicates that there exists a satisfactory skill level as well as a significant awareness of where there needs to be improvement. It also indicates that the employment of certain teaching procedures and facility development can facilitate a better environment to establish communication skills

11. Conclusion

This study concludes that English speaking proficiency plays an important role in the academic and professional development of engineering students at QUEST Nawab Shah. The findings show that students generally have good speaking confidence and recognize the importance of English for career success and global opportunities. Foundational English courses were found helpful in improving speaking skills, although students still face challenges such as anxiety, limited vocabulary and lack of practice. The study highlights the need for more interactive activities, supportive teaching methods, and practical speaking opportunities to further enhance Students English speaking proficiency and better prepare them for future professional demands

12. Implications of the Study

The findings of this study carry several important implications for students, teachers, and policymakers at QUEST Pakistan and similar engineering institutions. Firstly, the clear recognition among students that English speaking proficiency directly affects employability, technical communication, and confidence highlights the need for engineering programs to treat language skills not as an add-on, but as a central part of professional preparation.

Secondly, the positive impact of foundational English courses suggests that structured language instruction is valuable, but the slightly higher mean scores for practice opportunities indicate that these courses should include even more interactive, speaking-focused tasks.

Thirdly, the identified challenges such as anxiety, limited vocabulary, and time constraints imply that students need continuous support throughout their degree, not just in the early semesters. Universities can address these barriers by offering language labs, organizing workshops and peer discussion groups, and encouraging teachers to integrate spoken English activities into regular engineering subjects.

Finally, the students' own suggestions, like introducing online tools, setting personal language goals, and linking English speaking tasks to internships, show that they value practical, real-world learning approaches. Institutions can harness this motivation by

creating environments where students can practice and use English naturally, making language learning both meaningful and directly relevant to their future careers.

13. Recommendations of the study

Based on the findings of this study, the following recommendations are proposed for educators, curriculum planners, and policymakers at QUEST Pakistan and similar institutions:

1. Move beyond treating English as a separate subject and include speaking tasks such as technical presentations, seminars, and discussions directly in core engineering subjects to connect language learning with professional content.
2. Redesign foundational English courses to include more real-world speaking practice, such as role-plays, mock interviews, and technical debates, helping students develop fluency and confidence.
3. Set up English language labs equipped with audio-visual tools and practice materials, giving students structured spaces to improve pronunciation, fluency, and technical vocabulary.
4. Provide training and guidelines for teachers to consistently encourage students to use English in class discussions and projects, helping create a supportive English-speaking environment.
5. Introduce modern digital resources such as AI language apps, pronunciation tools, and online speaking platforms to help students practice flexibly outside class hours.
6. Design internship requirements that include English communication tasks, such as preparing reports or presenting technical summaries, make language practice directly relevant to workplace needs.
7. Host debates, peer discussions, and technical dialogues in English, encouraging collaboration, lowering anxiety, and helping students apply language skills in real-time.
8. Conduct short workshops focused on building technical and professional vocabulary, addressing the identified challenge of limited vocabulary.
9. Guide students to set measurable language goals, track their progress, and reflect on improvements in fluency and confidence.
10. Create systems where students regularly receive feedback on their speaking skills, which can help reduce fear of mistakes and build confidence.
11. Encourage informal English speaking in student clubs, events, and peer groups, helping normalize English as part of daily academic life and reducing anxiety.

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