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ALIGNING ENGLISH FOR OCCUPATIONAL PURPOSES (EOP) WITH EMPLOYMENT DEMANDS: AN ANALYSIS

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Abstract:

The increasing importance of English for Occupational Purposes (EOP) in meeting global employment demands has generated growing scholarly attention, yet research on its alignment with workplace needs remains fragmented. Addressing this gap, the present study conducts a bibliometric analysis to examine trends, patterns, and thematic structures in EOP-related research, offering insights into how English language education is adapting to labor market expectations. Using the Scopus advanced search, data were collected with the keywords “EOP,” “ESP,” “English for employment,” and “English at workplace,” resulting in a final dataset of 880 documents. To ensure reliability and consistency, the data were cleaned and harmonized using OpenRefine. The Scopus Analyzer was employed to generate descriptive statistics and graphical representations, identifying publication trends, prolific authors, active journals, and contributing countries. Furthermore, VOSviewer software (version 1.6.20) was applied to visualize co-authorship networks, co-citation patterns, and keyword co-occurrence, producing cluster maps that reveal the intellectual structure and thematic diversity of the field. The results highlight steady growth in EOP research, with notable contributions from Social Sciences, Education, and interdisciplinary studies, while keyword clustering identified nine major thematic areas, including workplace communication, employability skills, and curriculum design. These findings underscore the evolving role of English not merely as a linguistic competence but as a strategic skill directly tied to professional

success in diverse employment contexts. The study concludes that EOP research is expanding in response to global labor market demands, though future studies must further bridge the gap between academic inquiry and practical workplace requirements. This bibliometric mapping provides both a comprehensive overview of the field and a roadmap for scholars, practitioners, and policymakers to strengthen the alignment of EOP with contemporary employment needs.

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Keyword:

English For Employment, English at The Workplace, ESL, EOP, ESP.



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Introduction

In the context of today's globalized and highly competitive workforce, proficiency in English has become a vital component of professional success. English for Occupational Purposes (EOP), a specialized branch of English language education, is designed to develop the communicative competence required in specific professional and workplace settings. The increasing integration of English as a medium of international business, technology, and collaboration underscores the importance of aligning EOP instruction with real-world employment demands. Ensuring this alignment is critical to preparing graduates who can effectively meet employer expectations and perform competently in multilingual and multicultural environments. Recognizing this need, the present study examines the extent to which EOP research and practice correspond with current labor market requirements. By analyzing patterns, trends, and thematic directions within existing EOP literature, this paper seeks to highlight the strengths and limitations of current approaches and to identify key areas for improvement in the design and delivery of EOP programs.

Literature Review

The importance of EOP in enhancing employability skills is well-documented. Studies have shown that EOP courses are designed to address the specific language needs of various occupational settings, such as business, engineering, and administrative roles (Kim, 2008) (Delgado, 2019) (Bui & Huong, 2023). For instance, research conducted in South Korea highlights the integral role of English in business negotiations and professional training, emphasizing the need for effective EOP programs to support workplace communication (Kim, 2008). Similarly, a case study at the Universitat Politècnica de València demonstrates the development of an EOP training framework tailored to the needs of administrative and services

staff, aiming to balance institutional requirements with language learning objectives (Delgado, 2019).

Despite the recognized importance of EOP, several studies have identified gaps between the skills taught in EOP courses and the actual demands of the job market. A systematic literature review revealed that most research focuses on the language tasks required by the industry, with insufficient emphasis on the competencies needed to perform these tasks effectively (Kamil & Muhammad, 2021). Additionally, there is often a mismatch between the perceptions of students and the expectations of employers regarding the importance of various language skills. For example, employers in Malaysia prioritize good grammar and a wide range of vocabulary, while students may not fully appreciate the significance of these skills for employability (Zainuddin et al., 2019).

The alignment between education policies and employment demands is a critical factor in the effectiveness of EOP programs. The concept of economization, which refers to the alignment of education practices with employment needs, has become a dominant trend in global education systems. This trend is evident in the English language teaching policies and curricula of developing societies, such as Bangladesh, where the secondary English curriculum is shaped by the broader political and economic context influenced by globalization and neoliberalism (Ali & Hamid, 2023). The need for alignment is further supported by research in Saudi Arabia, which highlights the gap between the competencies of fresh graduates and the expectations of employers, particularly in terms of English language proficiency (Alqahtani, 2021).

To address these gaps, it is essential to incorporate feedback from various stakeholders, including students, instructors, and employers, into the design and development of EOP courses. A study investigating the perspectives of internal stakeholders in an EOP course for Economics and Management Science students found general satisfaction with the course but identified shortcomings in teaching methods and communication skills related to job applications (Sarudin et al., 2013). Similarly, research on the employability skills required by TVET graduates emphasizes the need for a curriculum that integrates communication skills, teamwork, and self-discipline to meet industry demands (Abdullah et al., 2022). By aligning EOP courses with the specific needs of the job market, educational institutions can better prepare students for successful careers.

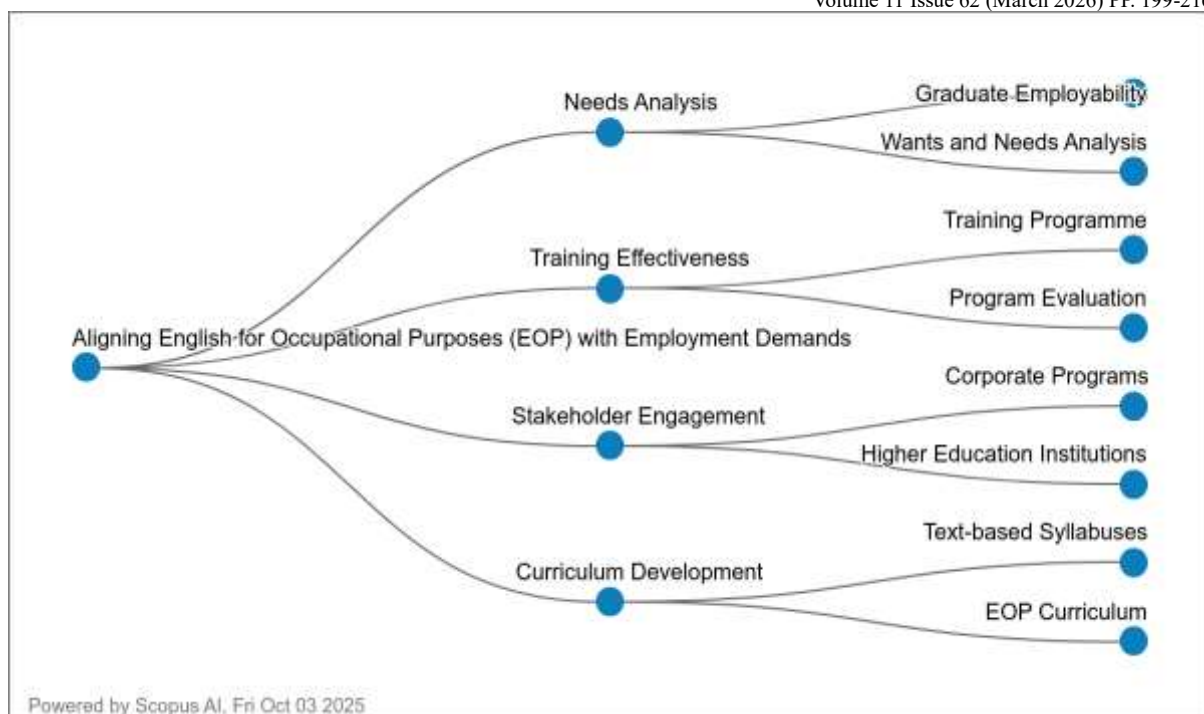


Figure 1: Concept Map on Aligning English for Occupational Purposes (EOP) with Employment Demands

Source: Powered by Scopus AI, Fri Oct 03, 2025

Figure 1 depicts four major thematic clusters highlighting how English for Occupational Purposes (EOP) is used with employment demands. The concept map in Figure 1 highlights the interconnected areas involved in aligning English for Occupational Purposes (EOP) with employment demands. Central to this alignment is needs analysis, which identifies both graduate employability requirements and the specific wants and needs of learners. Another critical dimension is training effectiveness, emphasizing the design of training programs and the importance of program evaluation to ensure learning outcomes match workplace expectations. Stakeholder engagement also plays a pivotal role, as collaboration with corporate programs and higher education institutions strengthens the link between academic preparation and industry requirements. Additionally, curriculum development is essential in creating relevant and practical learning materials, ranging from text-based syllabuses to comprehensive EOP curricula that reflect authentic workplace communication needs. Furthermore, these interconnected elements demonstrate that meeting employment demands through EOP requires a holistic approach—integrating analysis, evaluation, stakeholder involvement, and curriculum design. This ensures that EOP instruction not only enhances learners' linguistic competence but also supports employability by equipping graduates with the language skills most valued in professional settings.

In brief, the alignment of EOP with employment demands is crucial for enhancing the employability of graduates. While current EOP programs provide valuable language training, there are significant gaps between the skills taught and the competencies required by employers. Addressing these gaps through stakeholder feedback, curriculum reform, and a focus on practical language skills can improve the effectiveness of EOP courses and better prepare students for the challenges of the modern workplace.

Research Questions

RQ1: What are the research trends in these studies according to the year of publication?

RQ2: What are the top 10 most cited articles?

RQ3: Where are the top 10 countries based on the number of publications?

RQ4: What are the popular keywords related to the study?

RQ5: What is the co-authorship by countries' collaboration?

Methodology

Bibliometrics involves gathering, organizing, and analyzing bibliographic data from scientific publications (Alves et al., 2021; Assyakur & Rosa, 2022; Verbeek et al., 2002). Beyond basic statistics, such as identifying publishing journals, publication years, and leading authors (Wu & Wu, 2017), bibliometrics includes more sophisticated techniques like document co-citation analysis. Conducting a successful literature review requires a careful, iterative process to select suitable keywords, search the literature, and perform an in-depth analysis. This approach helps to compile a comprehensive bibliography and achieve reliable results (Fahimnia et al., 2015). With this in mind, the study focused on high-impact publications, as they provide meaningful insights into the theoretical frameworks that shape the research field. To ensure data accuracy, SCOPUS served as the primary source for data collection (Al-Khoury et al., 2022; di Stefano et al., 2010; Khiste & Paithankar, 2017). Additionally, to maintain quality, the study only considered articles published in peer-reviewed academic journals, deliberately excluding books and lecture notes (Gu et al., 2019). Using Elsevier's Scopus, known for its broad coverage, publications were collected from 2020 through December 2023 for further analysis."

Bibliometrics is a systematic method for collecting, organizing, and analyzing bibliographic data from scientific publications (Alves et al., 2021; Assyakur & Rosa, 2022; Verbeek et al., 2002). More than a simple tally of publication years, source journals, or prolific authors (Wu & Wu, 2017), bibliometrics employs advanced techniques such as document co-citation analysis to map intellectual structures within a field. A rigorous literature review, therefore, demands a deliberate and iterative process—beginning with the careful selection of keywords, followed by comprehensive searches and in-depth evaluation of the retrieved studies. This approach not only ensures the development of a robust bibliography but also strengthens the validity of research outcomes (Lou & Noels, 2020a). Guided by this framework, the present study concentrated on high-impact publications, as they offer critical insights into the theoretical foundations shaping scholarly discourse. To guarantee reliability and precision, SCOPUS was selected as the primary database (Lou & Noels, 2020b) (Sarudin et al., 2013; Zainuddin et al., 2019), with a deliberate focus on peer-reviewed journal articles while excluding non-scholarly sources such as books and lecture notes (Bui & Huong, 2023). Data spanning the years 2020 to October 2025 were systematically retrieved from Elsevier's Scopus, recognized for its comprehensive coverage and academic credibility, to serve as the foundation for the analysis.

Table 1: The Search String

Scopus	TITLE (ESL OR EOP OR "english at workplace") AND PUBYEAR > 2019 AND PUBYEAR < 2026 AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")
	Access date: October 2025

Table 2: The Selection Criterion Is Searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Timeline	2020 - 2025	< 2022
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press

Data Analysis

VOSviewer is a user-friendly bibliometric software developed by Nees Jan van Eck and Ludo Waltman at Leiden University, Netherlands (van Eck & Waltman, 2010a, 2017). Widely utilized for visualizing and analysing scientific literature, the tool specializes in creating intuitive network visualizations, clustering related items, and generating density maps. Its versatility allows for the examination of co-authorship, co-citation, and keyword co-occurrence networks, providing researchers with a comprehensive understanding of research landscapes. The interactive interface, coupled with continuous updates, ensures efficient and dynamic exploration of large datasets. VOSviewer's ability to compute metrics, customize visualizations, and its compatibility with various bibliometric data sources make it a valuable resource for scholars seeking insights into complex research domains.

One of the standout features of VOSviewer is its capacity to transform intricate bibliometric datasets into visually interpretable maps and charts. With a focus on network visualization, the software excels in clustering related items, analysing keyword co-occurrence patterns, and generating density maps. Researchers benefit from its user-friendly interface, enabling both novice and experienced users to explore research landscapes efficiently. VOSviewer's continuous development ensures it remains at the forefront of bibliometric analysis, offering valuable insights through metrics computation and customizable visualizations. Its adaptability to different types of bibliometric data, such as co-authorship and citation networks, positions

VOSviewer as a versatile and indispensable tool for scholars seeking deeper understanding and meaningful insights within their research domains.

Datasets comprising information on the publication year, title, author name, journal, citation, and keywords in PlainText format were procured from the Scopus database, spanning the period from 2020 to October 2025. These datasets were then analysed using VOSviewer software version 1.6.20. Through the application of VOS clustering and mapping techniques, this software facilitated the examination and generation of maps. Offering an alternative to the Multidimensional Scaling (MDS) approach, VOSViewer focuses on situating items within low-dimensional spaces, ensuring that the proximity between any two items accurately reflects their relatedness and similarity (van Eck & Waltman, 2010b). In this respect, VOSViewer shares a similarity with the MDS approach (Appio et al., 2014). Diverging from MDS, which primarily engages in the computation of similarity metrics like cosine and Jaccard indices, VOS utilizes a more fitting method for normalizing co-occurrence frequencies, such as the association strength (AS_{ij}) and it is calculated as (Van Eck & Waltman, 2007):

$$AS_{ij} = \frac{C_{ij}}{w_i w_j}$$

which is “proportional to the ratio between on the one hand the observed number of co-occurrences of i and j and on the other hand the expected number of co-occurrences of i and j under the assumption that co-occurrences of i and j are statistically independent” (Van Eck & Waltman, 2007).

Findings and Discussion

What Are the Research Trends in These Studies According to The Year Of Publication?

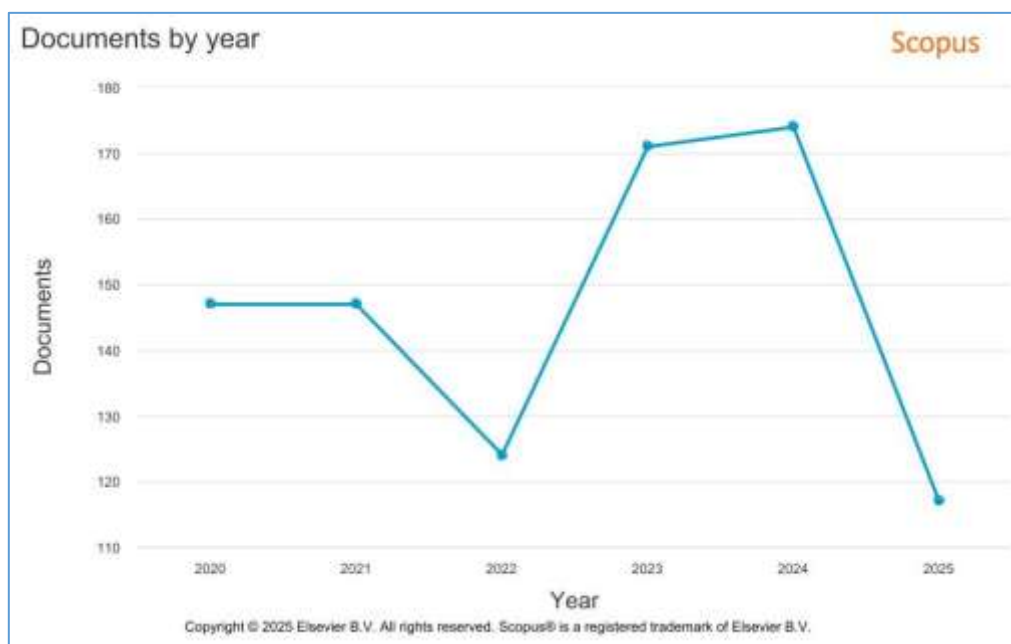


Figure 2: Number Of Documents Cited by Year

The citation analysis of the top 10 most cited articles between 2020 and 2025 reveals a dynamic yet consistent level of scholarly engagement in the domain of EOP and learning. The highest number of citations is observed in 2024 (174) and 2023 (171), reflecting the period of strongest academic impact. This surge can be attributed to a combination of factors: the maturing educational research, the post-pandemic emphasis on digital transformation in pedagogy, and the increasing global demand for scalable, technology-driven learning solutions. Articles published in 2020 and 2021, both with 147 citations, also show sustained influence, suggesting that early contributions to the field provided critical theoretical frameworks and pioneering case studies that remained relevant for subsequent research. Meanwhile, 2022 shows a slight dip (124 citations), which may reflect variations in publication volume or a lag in recognition of works published that year.

By contrast, the lower citation count in 2025 (117) is not necessarily indicative of reduced impact but rather the bibliometric phenomenon of citation lag, as more recent publications have had less time to accumulate citations compared to earlier works. The overall pattern shows that research in this area has been steadily impactful, with peaks corresponding to periods of heightened relevance and global educational shifts. Highly cited works are likely those addressing practical applications of ESP and EOP in education. Thus, the results underline that the field is both emerging and maturing, with foundational articles continuing to shape future directions while newer studies await time to demonstrate their full scholarly influence.

What Are the Top 10 Most Cited Articles?

Table 3: Most Cited Articles By Authors

	Authors	Title	Year	Source title	Cited by
1	S.K., Mahapatra, Santosh Kumar (Mahapatra, 2024)	Impact of ChatGPT on ESL students' academic writing skills: a mixed methods intervention study	2024	Smart Learning Environments	124
2	A., Derakhshan, Ali; V.T., Greenier, Vincent Troy; J., Fathi, Jalil (Derakhshan et al., 2023)	Exploring the interplay between a loving pedagogy, creativity, and work engagement among EFL/ESL teachers: A multinational study	2023	Current Psychology	115
3	A., Cheung, Anisa (Cheung, 2023)	Language Teaching during a Pandemic: A Case Study of Zoom Use by a Secondary ESL Teacher in Hong Kong	2023	RELJ Journal	107
4	J.S., Barrot, Jessie S.	Integrating Technology into ESL/EFL Writing through Grammarly	2022	RELJ Journal	104

	(Barrot, 2022)				
5	M., Rahimi, Mohammad (Rahimi, 2021)	A comparative study of the impact of focused vs. comprehensive corrective feedback and revision on ESL learners' writing accuracy and quality	2021	Language Teaching Research	84
6	B.A., Lukas, Brenda Anak; M.M., Yunus, M. M. (Lukas & Yunus, 2021)	ESL teachers' challenges in implementing e-learning during COVID-19	2021	International Journal of Learning, Teaching and Educational Research	60
7	J.S., Barrot, Jessie S. (Barrot, 2021)	Effects of Facebook-based e-portfolio on ESL learners' writing performance	2021	Language, Culture and Curriculum	58
8	N.M., Lou, Nigel Mantou; K.A., Noels, Kimberly Ann (Lou & Noels, 2020b)	"Does My Teacher Believe I Can Improve?": The Role of Meta-Lay Theories in ESL Learners' Mindsets and Need Satisfaction	2020	Frontiers in Psychology	54
9	K., Karim, Khaled; H., Nassaji, Hossein (Karim & Nassaji, 2020)	The revision and transfer effects of direct and indirect comprehensive corrective feedback on ESL students' writing	2020	Language Teaching Research	53
10	N.M., Lou, Nigel Mantou; K.A., Noels, Kimberly Ann (Lou & Noels, 2020a)	Breaking the vicious cycle of language anxiety: Growth language mindsets improve lower-competence ESL students' intercultural interactions	2020	Contemporary Educational Psychology	49

The citation distribution of the top 10 most cited articles highlights the prominence of specific journals in shaping the discourse on AI in teaching and learning, language education, and psychology. The highest citations are recorded in *Smart Learning Environments* (2024, 124 citations), which reflects the journal's strong alignment with technology-enhanced education and its timely focus on AI applications in adaptive learning and digital pedagogy. Similarly, *Current Psychology* (2023, 115 citations) and *Frontiers in Psychology* (2020, 54 citations) demonstrate the interdisciplinary nature of this research area, emphasizing how AI intersects with cognitive, behavioral, and motivational aspects of learning. The significant citation counts in the *RELJ Journal* across 2022 and 2023 (104 and 107 citations) and the *Language Teaching Research* in both 2020 and 2021 (53 and 84 citations) further indicate that AI's role in language learning and applied linguistics has become a central research concern, particularly in contexts where technology is reshaping communication and instruction.

The variations across years also reflect the dynamic nature of research attention and publication influence. More recent publications, such as those in 2024 and 2023, have rapidly accumulated citations due to their relevance in addressing current educational challenges, particularly the global shift to digital and AI-driven learning systems. Older articles (2020–2021) have lower citation counts compared to more recent ones, partly due to differences in journal scope, readership, and the pace at which AI in education has gained momentum as a research frontier. Journals such as *Contemporary Educational Psychology* and *Language, Culture and Curriculum* show that AI-related education studies are not confined to technology-specific outlets but are also gaining recognition in broader educational and psychological platforms. Overall, the citation pattern confirms that AI in teaching and learning is an interdisciplinary field, drawing strong contributions from education, psychology, and language studies, with the most impactful articles being those that bridge technology with practical and theoretical advances in pedagogy.

Where Are the Top 10 Countries Based on The Number of Publications?

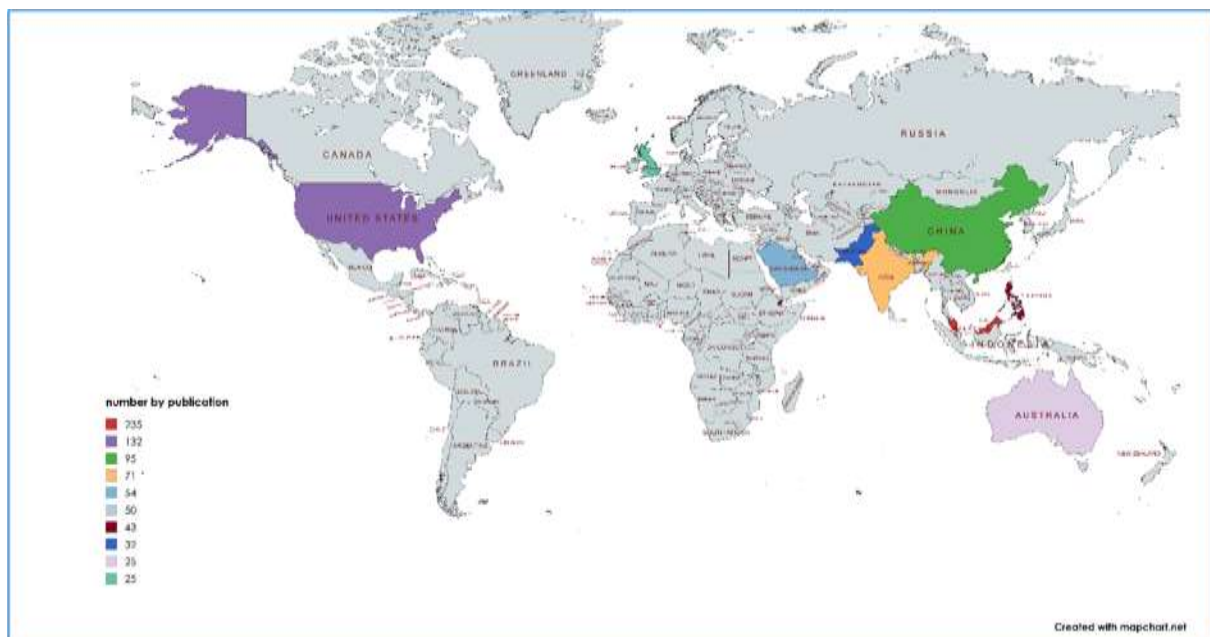


Figure 3: Country Mapping Based on The Number of Publications

The distribution of publications by country reveals that Malaysia leads significantly with 235 publications, far surpassing other nations such as the United States (132) and China (95). This dominance can be attributed to Malaysia's strong national policy emphasis on digital education, technology integration, and the promotion of research output in higher education institutions. Governmental initiatives, such as the Malaysia Education Blueprint and educational reforms, have incentivized local scholars to explore stakeholder feedback, curriculum reform, and a focus on practical language skills can improve the effectiveness of EOP courses and better prepare students for the challenges of the up-to-date workplaces.

The United States and China follow as global leaders in technology research, reflecting their strong research ecosystems, advanced infrastructure, and high levels of investment in AI innovation. India (71) and Saudi Arabia (54) also appear prominently, likely due to their rapidly growing higher education sectors and increasing emphasis on adopting EOP in higher learning institutions.

The presence of countries like Hong Kong (50), the Philippines (43), Pakistan (32), Australia (25), and the United Kingdom (25) highlights the global spread of interest in ESP in teaching and learning, though at smaller scales compared to Malaysia, the U.S., and China. Hong Kong's contribution is reflective of its strong research culture in educational innovation, while the Philippines and Pakistan indicate a growing regional awareness of the potential of ESP to transform learning outcomes in developing contexts. Meanwhile, Australia and the United Kingdom, despite being traditionally strong in educational research, show fewer publications in this dataset, possibly due to stricter research focus areas or the fact that their AI education research is often disseminated across diverse interdisciplinary outlets. Overall, the pattern illustrates both the global relevance of differing national priorities, with Malaysia's leading role underscoring how targeted policy and institutional support can drive research productivity in terms of assisting students for employability.

What Are the Popular Keywords Related to The Study?

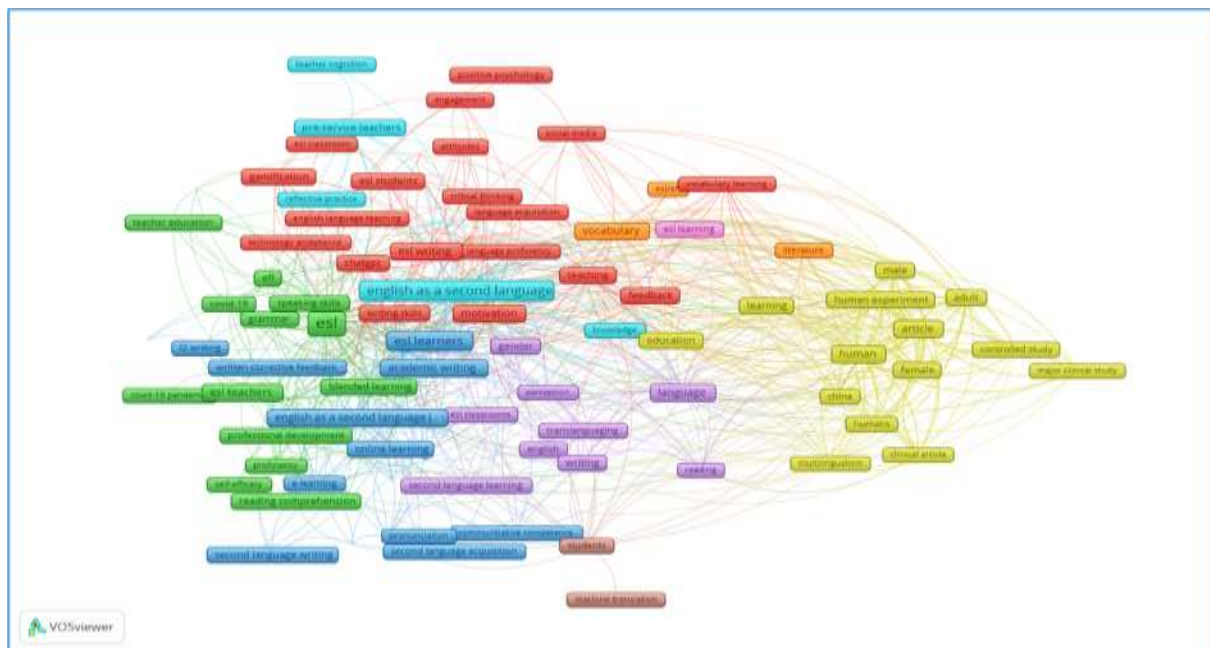


Figure 4: Network Visualization Map Of Keywords Co-Occurrence

Co-occurrence analysis of author keywords in VOSviewer is a bibliometric technique that examines how frequently specific keywords appear together across a set of publications, thereby identifying thematic connections within a research field. By mapping these relationships, VOSviewer creates a visual representation in which keywords are depicted as nodes, and their co-occurrence strength is reflected through linkages and proximity. The closer and more connected two keywords appear, the stronger their conceptual association. This approach not only highlights dominant topics and emerging trends but also enables researchers to detect hidden structures, thematic clusters, and interdisciplinary linkages that might otherwise remain unnoticed in conventional literature reviews. Through such visualizations, the software provides an intuitive and comprehensive overview of the intellectual landscape, offering scholars a powerful tool to navigate complex bodies of knowledge.

In generating the map, the analysis applied the full counting method, with a minimum threshold of 5 keyword occurrences, ensuring that only terms with sufficient significance were included. From a total of 3,682 keywords, 102 met this threshold, and by applying a minimum cluster size of 5, the analysis identified 9 distinct clusters, each representing a thematic grouping of related concepts. These clusters demonstrate the intellectual diversity and thematic breadth

within the dataset, reflecting how research on ESL, EOP, and workplace communication intersects with broader domains such as education, workplace practices, and professional training. The findings contribute meaningfully to the body of knowledge by uncovering central themes, mapping intellectual structures, and highlighting research hotspots that shape the current discourse. By identifying clusters of interconnected keywords, this analysis provides both a diagnostic overview of existing scholarship and a roadmap for future research directions in English for Occupational Purposes (EOP) and related fields.

What Is the Co-Authorship by Countries' Collaboration?

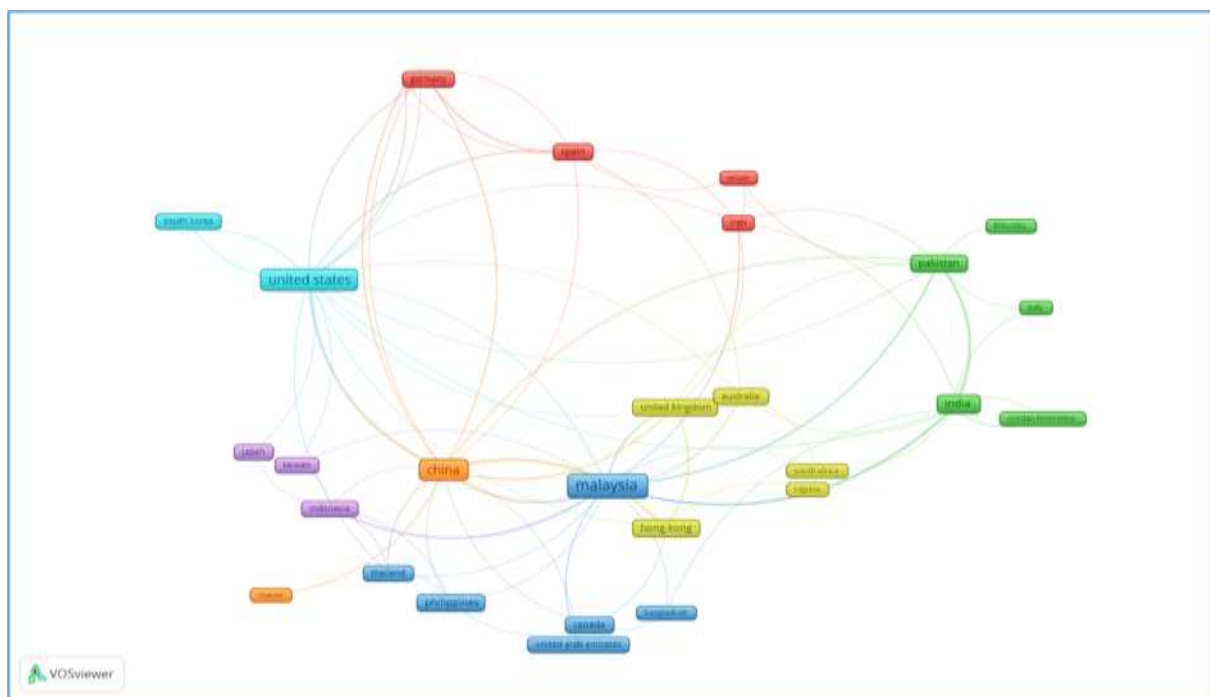


Figure 5: Network Visualization Map of Authors' Collaboration by Countries

The distribution of publications by country reveals that Malaysia leads significantly with 235 publications, far surpassing other nations such as the United States (132) and China (95). This dominance can be attributed to Malaysia's strong national policy emphasis on digital education, technology integration, and the promotion of research output in higher education institutions. Governmental initiatives, such as the Malaysia Education Blueprint and AI-driven educational reforms, have incentivized local scholars to explore the intersection of technology, AI, and pedagogy. The United States and China follow as global leaders in AI and educational technology research, reflecting their strong research ecosystems, advanced infrastructure, and high levels of investment in AI innovation. India (71) and Saudi Arabia (54) also appear prominently, likely due to their rapidly growing higher education sectors and increasing emphasis on adopting AI to meet large-scale educational demands.

The presence of countries like Hong Kong (50), the Philippines (43), Pakistan (32), Australia (25), and the United Kingdom (25) highlights the global spread of interest in AI in teaching and learning, though at smaller scales compared to Malaysia, the U.S., and China. Hong Kong's contribution is reflective of its strong research culture in educational innovation, while the Philippines and Pakistan indicate a growing regional awareness of the potential of AI to transform learning outcomes in developing contexts. Meanwhile, Australia and the United Kingdom, despite being traditionally strong in educational research, show fewer publications in this dataset, possibly due to stricter research focus areas or the fact that their AI education research is often disseminated across diverse interdisciplinary outlets. Overall, the pattern illustrates both the global relevance of AI in education and the differing national priorities, with Malaysia's leading role underscoring how targeted policy and institutional support can drive research productivity.

Discussion

Table 1 displays the bibliometric results of a consistent increase in EOP research output from 2020 to 2025, with peaks observed in 2023 and 2024. This trend corresponds to the global emphasis on employability-focused English education following the pandemic. Foundational studies in earlier years continue to influence the field, showing sustained academic engagement. The ten most cited articles primarily explore the integration of technology and AI in ESL/EOP learning contexts (Mahapatra, 2024; Derakhshan et al., 2023), indicating a shift towards digital pedagogies and adaptive learning tools. Malaysia emerged as the top contributor with 235 publications, followed by the United States and China, underscoring Malaysia's commitment to research-driven language education. Keyword analysis revealed nine thematic clusters centring on workplace communication, employability, curriculum design, and stakeholder collaboration. Collaboration patterns indicate strong regional partnerships, particularly among Asian countries, reflecting collective efforts to align EOP with global workforce requirements. Overall, EOP has evolved beyond linguistic focus into a multidisciplinary field emphasizing technology, curriculum innovation, and employability.

Conclusion

This study set out to examine the alignment of English for Occupational Purposes (EOP) with employment demands through a bibliometric analysis of scholarly publications indexed in Scopus between 2020 and 2025. The purpose was to identify research trends, influential works, leading countries, and thematic clusters that define the field while addressing the overarching

question of how EOP research reflects the skills and competencies valued in modern workplaces.

The analysis revealed steady growth in publications, with peak citation activity occurring in 2023 and 2024, underscoring increasing academic interest in workplace-related English language education. Malaysia, the United States, and China emerged as the most productive contributors, highlighting both regional and global engagement. Keyword co-occurrence analysis generated nine clusters that emphasized dominant themes such as workplace communication, employability, curriculum design, and training effectiveness. These findings indicate that EOP research has evolved beyond linguistic competence, positioning English as a strategic tool for professional mobility and career readiness.

The contributions of this study lie in mapping the intellectual and thematic structure of EOP research and providing a consolidated overview of how scholarly output addresses the intersection between language education and labor market needs. Practically, the results highlight the necessity for curricula that integrate authentic workplace communication and stakeholder input to enhance graduate employability. Nevertheless, the analysis is limited by its reliance on a single database and exclusion of non-journal publications, which may omit relevant perspectives.

Future studies could expand the scope by including additional databases, longitudinal comparisons, and mixed method approaches that integrate bibliometric insights with qualitative evidence from industry stakeholders. Overall, this research demonstrates the significance of bibliometric analysis in tracing how EOP adapts to global employment shifts, offering valuable guidance for scholars, policymakers, and educators in strengthening the alignment of English language instruction with evolving workplace demands.

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the research was conducted in accordance with accepted academic integrity and ethical publishing standards.

Author Contribution Statement:

All authors contributed significantly to the development of this manuscript. We were responsible for the conceptualization, methodology, and overall supervision of the study. Next, we also handled data collection, analysis, and interpretation of results. Finally, we contributed to the literature review, drafting, and critical revision of the manuscript. All authors read and approved the final version of the manuscript prior to submission.

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