

UNDERSTANDING THE COMMUNICATION SKILL REQUIREMENTS OF INTERNS: INSIGHTS FROM HOST TRAINING ESTABLISHMENTS (HTEs)

MARITES Q. CATABAY, PhD

Faculty Members, Cagayan State University, Andrews Campus, Tuguegarao City, Philippines.

MELVIN M. MORA, MBA

Faculty Members, Cagayan State University, Andrews Campus, Tuguegarao City, Philippines.

Abstract

This study explored the English communication skills requirements of interns as reported by the internship supervisors of the host training establishments. The research sought input from the supervisors of the HTEs on specific areas of the essential language skills required of interns, important oral and written communicative events in English deemed necessary for them, and the specific areas of English communication in which interns faced difficulties. The study used the mixed method, utilizing qualitative and quantitative approaches. The collected data were analyzed using thematic analysis and descriptive statistics for qualitative and quantitative data, respectively. The findings provide valuable insights on the importance of the four language skills—oral and written communicative events in English—deemed necessary for interns to improve their English communication abilities. The result of this study revealed that language communication skills are deemed necessary for interns, and presentation skills as well as writing reports in English are correspondingly very essential. Speaking and writing are areas of English communication in which people commonly face difficulties. This study can inform the development of targeted interventions and support systems to better prepare interns with the essential English communication skills required in their professional settings. By recognizing these needs and tailoring English communication training programs to address them, interns can enhance their professional growth, boost their confidence, and effectively contribute to the organizations they serve. Moreover, it could be a basis for higher education institutions (HEIs) to review and revise their curricular offerings and enrich their internship training programs.

Keywords: English Communication Skills, Host Training Establishments, Feedback, Targeted Interventions, Professional Settings

INTRODUCTION

In today's globalized world, effective communication skills in English have become an essential requirement for professional success. For interns seeking international work experience, the ability to effectively communicate in English becomes even more crucial. Internships provide valuable opportunities for students and recent graduates to gain practical knowledge, expand their networks, and develop vital skills. However, to maximize their learning experience and make a meaningful impact on their host training establishments, interns must possess strong English communication skills.

Higher learning institutions like Cagayan State University play a critical role in producing communicatively competent graduates who can sternly meet the demands of ever-changing and competitive industries. They prepare graduates for productive vibrancy in different areas

of endeavor. To realize this, universities and colleges, including CSU, should consider equipping their graduates with the necessary communication skills in order for them to face their challenging professional environment. The teaching of communication skills is embedded in the current language courses offered at CSU, which include English Language Proficiency 1 and 2, and Purposive Communication. These courses aim to develop the communicative competence of students. Embedded in these skills is the teaching of grammatical elements. Considering that English is the second language in the Philippines and the official language used in all official functions and written communication of the government and private offices and industries where the interns are immersed during their internship, it is vital that interns are equipped with language know-how. Ting (2002) highlighted the necessity to emphasize the teaching of English communication skills in schools to students who may wish to join the workforce so they have adequate knowledge for basic communication using the language.

Job performance measurement is becoming increasingly transparent in the highly competitive business world. According to Cox and King (2006), proficiency in English communication, the ability to present ideas, explain issues and problems, understand issues and problems faced by customers, and come up with workable solutions to problems are all required to do work immediately and without further training. Many studies have discussed the need for students to have good English communication skills. Studies also indicated that there is a discrepancy between the institution's English language curriculum and the kind of English communication skills needed in the workplace for job purposes. Dominguez and Rokowski (2002) characterize the issue as 'the gap between academic and professional objectives' and suggest a means of bridging this divide through the integration of English for academic and occupational purposes. This aligns with the viewpoint expressed by Grubb and Lazerson (2005) in *The Journal of Higher Education*, who observe a growing emphasis on promoting occupational and professional education within higher education. With the globalization of trade and economy and the continuing increase of international communication in various fields, the demand for English for Gunadevi K. Jeevi Subramaniam and Raja Nor Safina's Raja Harun (2013) Further, according to Bhattacharyya et al. (2009), the future career development of graduates could be significantly influenced by their proficiency in effective communication within the workplace. As such, language professors and instructors need to equip the students with the communication skills the career development of graduates needs in their future working environment. Therefore, this study explored the English communication skills requirements of interns as reported by host training establishments.

METHODOLOGY

Research Design

This study employed a mixed-methods approach, combining qualitative and quantitative data collection methods, which allowed a comprehensive understanding of the topic.

Respondents of the Study

The study consisted of 55 internship supervisors from the different host training establishments

where interns from the College of Business, Entrepreneurship, and Accountancy were deployed. These supervisors were responsible for orienting, overseeing, guiding, managing, and mentoring the interns throughout their industry immersion.

Research Instrument

This study utilized a semi-structured interview guide and a set of survey questionnaires. Both were validated by experts in the field. The semi-structured interview guide was used to collect qualitative data from the internship supervisors of the host training establishments. The guide consisted of open-ended questions aimed at exploring the specific areas of English communication in which interns faced difficulties. On the other hand, the survey questionnaire was used to collect quantitative data. It was designed to measure the frequency, percentage, rank, and mean scores of different aspects related to the communication skills requirements of interns. It included the following sections:

Part 1. Demographic Information. This part collected the demographic details of the respondents, such as position or designation, age, sex, civil status, highest educational attainment, type of industry, years in service, and program accommodated.

Part 2. Language and communication skills are essential for interns, as perceived by the internship coordinators of HTEs. This section identified the specific language communication skills that HTEs consider essential for interns' success. Respondents have to rate the importance of the following language skills: listening, reading, writing, and speaking, using a 4-point Likert scale.

Part 3. Oral communicative events in English are considered essential for interns, as perceived by the internship coordinators of HTEs. This section identified the specific oral activities in which interns find themselves interacting with others using the English language.

Part 4. Written communicative events in English are considered essential for interns, as perceived by the internship coordinators of HTEs. This section identified the specific written activities in which interns are engaged using the English language.

Data Gathering Procedure

The researchers sought permission from the head of the college to conduct the semi-structured interview and to float the research questionnaire using Google Forms. After the signal was given, data gathering commenced. The interview was conducted face-to-face with the internship supervisors of the host training establishment during the exit conferences. The researchers followed an interview guide specifically developed for the study. The interviews were recorded to ensure accurate data transcription and analysis. Secondly, the online survey questionnaire was sent to the internship supervisors of the HTEs. The data were retrieved as long as the representative finished answering the questionnaire. The data gathered from the interviews and surveys was analyzed using thematic analysis for the qualitative data and descriptive statistics for the quantitative data. This comprehensive data gathering procedure provides a thorough exploration of the research questions and valuable insights into the communication skills requirements of interns as perceived by the internship coordinators of the

HTEs.

Analysis of Data

The analysis of the data involved both qualitative and quantitative techniques. The collected data from the semi-structured interview and questionnaire were analyzed using thematic analysis for qualitative data and descriptive statistics for quantitative data. For the qualitative data analysis, the transcripts of the interviews were thoroughly reviewed and coded to identify recurring themes and patterns and key insights related to the interns' English communication requirements. The process of thematic analysis involves systematically organizing the data, generating initial codes, collating codes into potential themes, reviewing and refining the themes, and finally interpreting and reporting the findings. For the quantitative data analysis, the data collected from the online survey was processed using descriptive statistics. Frequencies, percentages, and mean scores were calculated to quantify different aspects related to interns' English communication skills requirements provided by host training establishments. A four-point Likert Scale was utilized to show importance of the different skills interns should possess as identified by the HTEs.

Likert Scale

Point	Scale Range	Adjectival Rating
4	3.25-4.00	Very essential
2	2.25-3.24	Essential
2	1.75-2.24	Slightly Essential
1	1.00-1.74	Not essential

RESULTS AND DISCUSSION

1. The Profile of the Respondents

Table 1.1: Frequency and Percentage Distribution of the Respondents according to position/designation in HTEs

Profile Variables	Frequency	Percentage
Internship Coordinator/Supervisor	25	45.5%
Lower/Operational Management	12	21.8%
Middle Management	11	20 %
Top Management	7	12.7%
Total	55	100%

Table 1.1 displays the frequency and percentage distribution of the respondents according to position or designation in the HTEs. Based on the data provided, the largest percentage of respondents, with 24 or 45.5%, represents the internship coordinator or supervisor; 11 or 21.8% for lower operational management; 10 or 20% for middle management; and 7 or 12.7% for top management, respectively. The result highlights the involvement of various levels of management within the host training establishments, who play a crucial role in overseeing the internship plan and managing the interns' activities and progress while deployed in their establishments.

Table 1.2: Frequency, and Percentage Distribution of the Respondents according to age, sex and civil status

Profile Variables	Frequency	Percentage
Age		
61-65	2	3%
51-60	10	19%
41- 50	12	22%
31-40	15	27%
21-30	16	29%
Total	55	100%
Sex		
Male	34	61.8%
Female	21	38.2%
Total	55	100%
Civil Status		
Married	29	52.7%
Single	25	45.5%
Legally Separated	1	1.8%
Total	55	100%

Table 1.2 shows the frequency and percentage distribution of the respondents according to age, sex, and civil status. According to age, most of the respondents fall under the age group 21–30, or 29% of the total respondents, followed by the age group 31–40, or 27% of the total respondents. The least falls under the age group of 61–65, which represents only 3% of the respondents. This illustrates that there is representation across various age groups. In terms of sex, the respondents are categorized into male and female respondents. Male respondents account for 34, or 61.8%, of the total respondents, while female respondents account for 21, or 38.2%, of the total respondents. This implies that male groups dominate their female counterparts. Concerning civil status, there were 29 or 52.7% married respondents, 25 or 45.5% single and 1 or 1.8% legally separated. This implies that the majority of the respondents who supervised the interns are married individuals.

Table 1.3: Frequency, and Percentage Distribution of the Respondents according to highest educational attainment and years in service

Profile Variables	Frequency	Percentage
Highest Educational Attainment		
Tertiary Graduate	29	52.7%
Post Graduate	20	36.4%
College Graduate	6	10.9%
Total	55	100%
Years in Service		
More than 10 years	24	43.6%
5 -6 years	10	18.2%
1-3 years	10	18.2%
7-10 years	6	10.9%
Less than 5 years	5	9.1%
Total	55	908

Table 1.3 shows the percentage and frequency distribution of the respondents according to their highest educational attainment and years of service. In terms of educational attainment, the majority of the respondents (29 or 52.7%) were tertiary graduates, followed by post-graduates (20 or 36.4%), and a smaller percentage were college graduates (6 or 10.9%). This suggests that the internship supervisors or coordinators of the different host training establishments possessed a high level of educational qualifications, which may have equipped them with specialized knowledge and skills relevant to their roles. Regarding years in service, the highest proportion of respondents (24, or 43.6%) had more than 10 years of experience in their respective positions as internship supervisors or coordinators. This indicates a significant level of expertise and long-term involvement in overseeing internship programs. Additionally, 10 or 18.2% of the respondents had 5–6 years and 1-3 years of experience, suggesting a mix of both experienced and relatively new supervisors. A smaller percentage had 7–10 years of experience, with 6 or 10.9%, while 5 or 9.1% had less than 5 years of experience.

These findings highlight the experienced and well-qualified nature of the respondents in the study. The diverse range of educational backgrounds and years of service among the internship supervisors or coordinators adds depth and richness to their perspectives on the communication skills requirements of interns. Their expertise and extensive experience in the field contribute to the credibility and reliability of the data collected for the study.

Table 1.4: Frequency and Percentage Distribution of the Respondents according to type of industry and program accommodated

Profile Variables	Frequency	Percentage
Type of Industry		
Government Agency/LGU	31	56.4%
Finance and Accounting	9	16.4%
Business Establishment	11	20%
Transportation and Logistics	3	5.5%
Real Estate	1	1.8%
Total	55	100%
Program Accommodated for Internship		
BSBA FM	31	56.4%
BSLM	7	12.7%
BS Accountancy	6	10.9%
BSBA MM	6	10.9%
BSAIS	5	9.1%
Total	55	100%

Table 1.4 shows the frequency and percentage distribution of the respondents according to type of industry and program accommodated. In terms of the type of industry, the majority of the respondents (31, or 56.4%) represented government agencies or local government units (LGUs). This suggests that a significant number of internship supervisors or coordinators in the study were associated with the public sector. Finance and accounting industries accounted for 9 or 16.4% of the respondents, followed by business establishments with 11 or 20%, transportation and logistics with 3 or 5.5%, and real estate with 1 or 1.8%. These findings indicate a diverse representation of industries, with a significant focus on government-related

agencies. As regards the programs accommodated for internships, the highest proportion of respondents (31, or 56.4%) indicated that they facilitated internships for students enrolled in the BSBA FM (Bachelor of Science in Business Administration major in Financial Management) program. This reflects a strong presence of financial management internships within the establishments represented by the respondents. Additionally, 7 or 12.7% of the respondents accommodated internships for students in the BSLM (Bachelor of Science in Legal Management) program, followed by BS Accountancy with 6 or 10.9%, BSBA MM (Bachelor of Science in Business Administration major in Marketing Management) with 6 or 10.9%, and BSAIS (Bachelor of Science in Accounting Information System) with 5 or 9.1%.

These results provide insights into the specific industries and programs involved in the internship placements supervised by the respondents. The dominance of government agencies and LGUs suggests a significant partnership between educational institutions and the public sector in providing internship opportunities. The prevalence of finance and accounting internships further highlights the relevance and demand for students specializing in financial management. The distribution of programs accommodated for internships indicates a diverse range of opportunities for students pursuing various business and accounting-related disciplines.

2. Language communication skills essential for interns as perceived by the internship coordinators of HTEs

Table 2: Language Communication Skills Essential for Interns

English Communication Skills	Mean	Descriptive Interpretation
Listening	3.72	Very Essential
Reading	3.91	Very Essential
Writing	3.76	Very Essential
Speaking	3.65	Very Essential
Category Mean	3.51	Very Essential

Table 2 shows the English communication skills that host training establishments consider essential for interns. For listening, the mean score is 3.72; 3.91 for reading; 3.76 for writing; and 3.65 for speaking, respectively. Listening skills are considered very essential, indicating the importance of understanding instructions and comprehending information. Reading is perceived as very essential, emphasizing the need for interns to read and comprehend written materials effectively. Writing skills are also deemed very essential, highlighting the significance of clear written communication. Speaking skills are highly essential, recognizing the importance of articulation, clarity, and effective verbal communication. Overall, the internship coordinators perceive all the English communication skills as very essential, underscoring the significance of strong communication abilities for interns in various contexts of their internship placements. This finding clearly points to the importance of enhancing the communication skills of interns in order for them to function effectively in their host training establishments. The finding is in accordance with the study of Idrus, H. et al., which stated that communication skills, other than specialized technology competency, are a competency valued by employers. Further, the study also revealed that supervisors rated the communication skills

of the interns as considerably high.

3. Oral communicative events in English considered essential for interns as perceived by the internship coordinators of HTEs

Table 3: Oral Communicative Events in English considered Essential for Interns

Oral Communicative events	Mean	Descriptive Interpretation
Facilitating Discussions	3.27	Very essential
Conversing informally and socially	2.91	Essential
Giving Oral Presentations	3.62	Very Essential
Asking for clarifications	3.41	Very Essential
Explaining and demonstrating	3.49	Very Essential
Communicating via telephone	3.09	Essential
Working in teams	3.24	Essential
Participating in meetings	3.26	Very Essential
Category Mean	3.30	Very Essential

Table 3 presents the oral communicative events in the HTEs that are considered essential for interns. The highest mean score of 3.62 was obtained for giving presentations, followed by explaining and demonstrating, with a mean score of 3.49. Facilitating discussions, asking for clarifications, working in teams, and participating in meetings obtained mean scores of 3.27, 3.41, 3.24, and 3.26, respectively. This shows that oral communicative events in HTEs are deemed very essential for the interns. This finding suggests that the respondents generally value the ability to facilitate discussions, ask for clarifications, work in teams, and participate in meetings, as reflected in their mean scores ranging from 3–4. The general mean score of 3.30 reflects that oral communicative events are very essential for interns. On the other hand, the lowest mean score was obtained for conversing informally and socially with 2.91, indicating a slightly lower perceived importance of this skill. This finding is in accordance with the study titled "Developing professional communication skills: Perceptions and reflections of domestic and international interns by Sonnenschein, K., et al., which revealed that presentation skills are one of the communications skills most frequently mentioned as important skills to be developed by interns. Moreover, this finding is comparable with the study of Ferguson, J., et al., which emphasized that oral and written skills are important skills at work.

4. Written communicative events in English considered essential for interns as perceived by the internship coordinators of HTEs

Table 4: Written Communicative Events in English considered Essential for Interns

Written Communicative Events	Mean	Descriptive Interpretation
Report Writing	3.90	Very Essential
Proposal Writing	3.62	Very Essential
Writing Minutes of the Meeting	3.67	Very Essential
Writing Formal Letters	3.88	Very Essential
Preparing Presentation Slides	3.72	Very Essential
Writing Memoranda	3.84	Very Essential
Categorical Mean	3.77	Very Essential

Table 4 presents the written communicative events in the workplace considered essential for interns. Among the written communicative events, report writing obtained the highest mean score of 3.90, followed by writing formal letters and memoranda with a mean score of 3.88 and 3.84, respectively. Other written communicative events received a slightly lower level of importance but were still considered very essential for interns. The general mean score of 3.77 with a descriptive interpretation of very essential reflects the overall respondents' perception of the importance of writing skills. It indicates that the respondents value the ability to write reports, proposals, and minutes of meetings, formal letters, presentation slides, and memoranda. Generally, this finding implies that these writing skills are important for effective communication and documentation in various professional contexts. Moreover, the high mean scores imply a strong emphasis on the importance of clear and effective writing in the workplace. This finding is in agreement with the study of Ferguson, J., et al., which highlighted the importance of writing skills as important communication skills for a graduate entering the job market.

5. Specific Areas of English Communication in which Interns commonly Face Difficulties

This section shows the specific areas of English communication in which interns commonly face difficulties, as reported by host training agencies.

Speaking

Speaking is crucial for interns as it enables effective communication with colleagues, supervisors, and clients, fostering collaboration, understanding, and productivity. Interns need strong speaking skills to present their ideas, projects, and findings, showcasing their competence and professionalism. Additionally, effective speaking allows interns to engage in networking opportunities, build relationships, and leave a lasting impression on industry professionals. Speaking skills also contribute to personal and professional growth by boosting confidence, active listening, critical thinking, and overall interpersonal abilities. Ultimately, proficient speaking empowers interns to succeed in their roles, make meaningful contributions, and pave the way for future career opportunities.

Based on the interview with the internship coordinators, it was found that interns faced difficulty in this specific area of English communication, as manifested in the following statements:

Supervisor 10. Minsan medyo may struggle sila sa pagpapahayag ng kanilang mga ideas.

Translation: Sometimes they struggle to express their ideas.

Supervisor 12. Ilan sa kanila ay nagkakaroon ng problema sa articulation ng kanilang thoughts.

Translation: Some of them encounter difficulties in articulating their thoughts.

Supervisor 15. Ilan sa kanila yung may pagkakamali sa pronunciation, ganun.

Translation: Few of them have mistakes in pronunciation.

These statements imply that interns struggle with expressing themselves fluently and articulating their thoughts clearly in spoken English. Further, they have faced challenges with pronunciation. This finding is parallel to the idea of Ho, B. (2014), who mentioned in her study, "Dealing with the English communication difficulties faced by students during their internship," that other difficulties of students included the inability to express and speak fervently using correct pronunciation and grammar.

Writing

Writing skills are essential for interns, as they play a vital role in effective communication, documentation, and professional representation. Strong writing skills allow interns to articulate their thoughts clearly and concisely, enabling them to convey ideas, proposals, and reports in a professional manner. Well-developed writing abilities contribute to accurate documentation of tasks, projects, and progress, ensuring clarity and accountability. Additionally, proficient writing helps interns create persuasive and compelling documents such as emails, memos, and presentations, influencing decision-making and showcasing their professionalism. Overall, solid writing skills empower interns to communicate effectively, enhance their credibility, and succeed in their roles by producing high-quality written work.

The following are excerpts suggesting the struggle the interns faced in this area.

Supervisor 8. Generally, ok naman sila. There are times when na pinapasulat namin sila" sounds like gawa sila ng report. May mga lapses, pero minimal naman sa kanilang grammar.

Translation: They're generally okay. There are times when we ask them to write, like when they have to create a report. There are some mistakes, but the grammar errors are minimal.

Supervisor 10. Minsan medyo may struggle sila sa pagpapahayag ng kanilang mga ideas.

Translation: Sometimes they struggle to express their ideas.

Supervisor 12. Ilan sa kanila ay nagkakaroon ng problema sa articulation ng kanilang thoughts.

Translation: Some of them encounter difficulties in articulating their thoughts.

Supervisor 20. May mga minor lapses sa construction ng letter.

Translation: They have minor lapses in sentence construction.

These statements imply that writing is another area of English communication where interns commonly encounter difficulties. They struggle with organizing their thoughts coherently and structuring written documents such as reports. Writing skills can affect their ability to communicate effectively through written channels and may hinder their professional communication. These specific areas, namely speaking and writing, pose common challenges for interns, as reported by the internship coordinators of the host training establishments. Recognizing these difficulties can be of great help in giving interventions to address the interns

needs and enhance their English communication skills during their internships.

This finding is identical with that of Ho and B. (2014), which revealed that the greatest writing difficulty of the students during their internship was their grammar, followed by the format of written items such as reports, proposals, and formal letters.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were drawn based on the results: First, the four communication skills of listening, reading, writing, and speaking are vital for interns to effectively collaborate and transfer ideas. Second, it is very essential for interns to enrich their knowledge, especially in facilitating discussions and writing formal letters, which were considered very essential communicative events in the HTEs as suggested by the internship supervisors. Lastly, interns must improve their ability to speak and write, as these are areas of English communication where they often struggle. Hence, the researchers propose the following recommendations: Firstly, educational institutions should incorporate practical communication training into their curriculum, focusing on essential areas like public speaking, and proficient writing. This can be accomplished through the implementation of workshops, seminars, and interactive exercises that replicate real-life communication scenarios. Moreover, fostering collaboration between educational institutions and host training establishments is crucial to aligning internship experiences with specific communication skill development objectives. Host training establishments can offer valuable mentorship and feedback to interns, highlighting the significance of effective communication in professional environments. Additionally, integrating technology and digital tools into communication training is essential, as they play a pivotal role in contemporary workplaces. By implementing these recommendations, both educational institutions and host training establishments can ensure that interns acquire robust communication skills, equipping them for success in their future careers.

References

1. Anderson, MO. (2013). Building Accounting Students' Communication Skills, *Management Accounting Quarterly*, vol. 14, no. 4, pp. 32-43.
2. Arkoudis, S. (2014). Integrating English language communication skills into disciplinary curricula: Options and strategies. Centre for the Study of Higher Education, The University of Melbourne, viewed 11 December 2019,
3. Brink, KE & Costigan, RD (2015), 'Oral Communication Skills: Are the Priorities of the Workplace and AACSB-Accredited Business Programs Aligned?' *Academy of Management Learning & Education*, vol. 14, no. 2, pp. 205-221
4. Cox, S. & King, D. (2006). Skills sets: an approach to embed employability in course design, *Education and Training*, Vol. 48 No. 4, pp. 262-274.
5. Dominguez & Rokowski P. (2002). Bridging the gap between English for Academic and Occupational Purposes. In *Web-based Journal. English for Specific Purposes World*. Available from Available from <http://www.esp-world.info/index.html> [Accessed December 12, 2003].
6. Ferguson, J. (2017). Graduates' perceptions of their attributes when making the transition to employment and in managing their careers, PhD thesis, Griffith University, Brisbane, Australia

7. Gribble, C. (2014). 'Employment, work placements and work integrated learning of international students in Australia' Research Digest 2, IEAA, Australia, viewed 17 June 2019, <https://www.ieaa.org.au/documents/item/257>
8. Idrus, H., et al., (2010). An Exploratory Study on Interns' Communicative Abilities: The Industrial Internship Experience, in Engineering Education (ICEED), 2010, 2nd International Congress, pp: 1-6.
9. Jackson, D. (2017). 'Exploring the challenges experienced by international students during work integrated learning in Australia', Asia Pacific Journal of Education, vol. 37, no. 3, pp. 1- 16.
10. Jackson, D. (2016). Modelling graduate skill transfer from university to the workplace. Journal of Education and Work, 29(2), 199-231.
11. Jackson, D. (2014), 'Business graduate performance in oral communication skills and strategies for improvement', The International Journal of Management Education, vol. 12, no.1, pp. 22-34
12. Johnson, S.& Dewiyanti, S. (2015). A framework to embed communication skills across the curriculum: A design-based research approach'. Journal of University Teaching & Learning Practice, 12(4), 6.
13. Nurazzura M. et al., (2014). Internship in Sociology: A New Dimension of Increasing Students' Employability in Malaysian Job Market. World Applied Sciences Journal, Journal 30 (Innovation Challenges in Multidisciplinary Research & Practice): 263-268,
14. Muhamad, R., et al., (2009). Undergraduate Internship Attachment in Accounting: The Interns Perspective, International Education Studies, 2: 49-55.
15. Pholsward, R. (2015). The English language needs of Thai computing professionals. RELC Journal, 24 (1), 1993, 1-25.
16. Sonnenschein, KB, et al, (2020). Developing professional communication skills: Perceptions and reflections of doimestic and international graduates. Journal of University Teaching and Learning Practice, 3(5): 1-18
17. Sonnenschein, KB. (2016). Diverse stakeholders' perceptions of the attributes needed by Chinese returned graduates in the hotel industry in China, PhD thesis, Griffith University, Brisbane, Australia.
18. Stephenson, TJ et, al. (2015). Developing Communication Skills of Undergraduate Students through Innovative Teaching Approaches', NACTA Journal, vol. 59, no. 4, pp. 313
19. Tymon, A. (2013). The student perspective on employability. Studies in Higher Education, 38(6), pp.841–856.
20. Warinda, T. (2013). Accounting Students' Evaluation Of Internship Experiences From A Skills Perspective. International Journal of Asian Social Science, 3(3):783-799.
21. Yates, L & Wahid, R. (2013). Challenges to Brand Australia: international students and the problem with speaking. Higher Education Research & Development, vol. 32, no.6, pp. 1037- 1050