

THE EFFECTIVENESS OF ENGLISH LINGUISTICS AND LITERATURE GRADUATION INTERNSHIPS ON ENGLISH MAJORS' PROFESSIONAL DEVELOPMENT

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ABSTRACT

Graduation internships represent a vital bridge between academic instruction and professional practice for students majoring in English linguistics and literature. These placements offer essential opportunities for learners to apply their academic knowledge in real-world settings, thereby enhancing their professional competencies and developing necessary soft skills for their future careers. This study investigates the effectiveness of the graduation internship program exclusively from the perspectives of the participating students. Data were collected through structured surveys administered to English majors who had recently completed their internship requirements. The research aims to evaluate how these practical experiences contribute to the professional development and career readiness of student interns before they enter the workforce. The findings indicate that most student participants experienced a dynamic and professional working environment that fostered growth in their linguistic abilities and interpersonal skills. High satisfaction scores were recorded regarding workplace integration, facility quality, mentorship support, and the relevance of assigned tasks to their specific field of study. However, the findings also revealed a range of challenges faced by English-major interns, including initial adaptation to organizational culture, difficulties in applying theoretical knowledge to real-world tasks, limited confidence in professional English communication, challenges in translation and interpretation assignments, insufficient workplace experience, the need to develop digital and AI-related competencies, and pressure to meet professional expectations while strengthening their soft skills and career identity. Drawing on these findings, the study offers several significant recommendations for improving internship programs to better support the academic and career development of English majors as well as align academic preparation with industry demands, ultimately ensuring more robust professional development for graduates.

METHODOLOGY

Participants: 128 EFL junior in a public university in Vietnam.

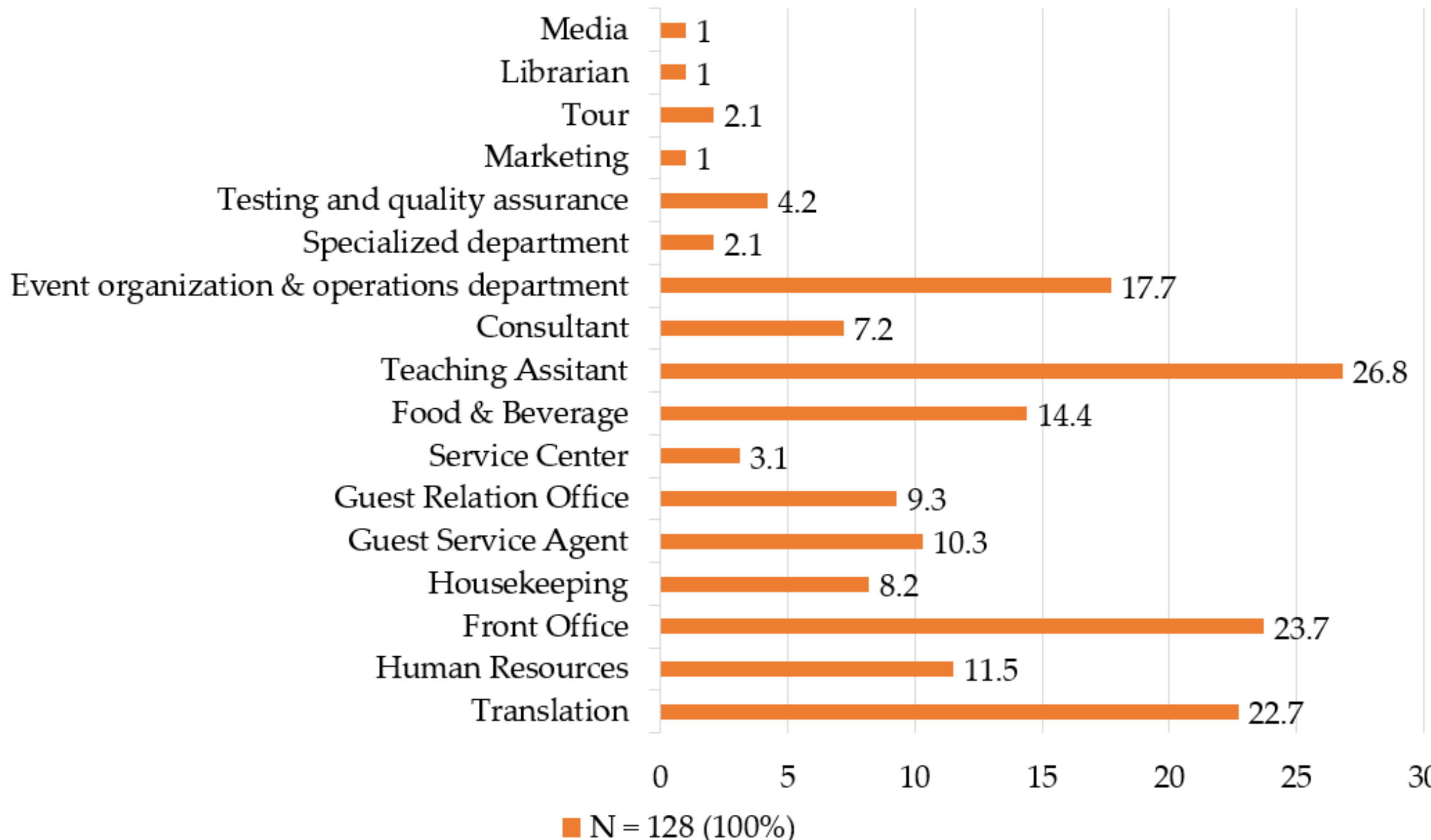


Fig1. Internship position for English Linguistics and Literature students.

Design:

Questionnaire: (1) students' information including gender, age and educational background; how they perceived (2) the attainments and (3) challenges as well as (4) recommendations for the effective internship.

Document analysis: internship report, journal and interviews with representatives of internship institutions.

RESEARCH QUESTIONS

1

How do interns perceive their attainments regarding linguistic competence and the challenges interns face in a real-world professional setting?

2

What are practical measures to improve the design and implementation of internship programs to better support students' career development?

LITERATURE REVIEW

Graduation internships act as a credit-bearing capstone in higher education, using Work-Integrated Learning to bridge academic theory and professional practice (Andersson et al., 2020). By emphasizing direct experience, these university-industry partnerships foster critical reflection, social integration, and practical skill development (Yang et al., 2016; Gbadamosi et al., 2015). For English linguistics majors, internships serve as a translational platform that turns passive learners into active practitioners - applying abstract theories like syntax and pragmatics to careers in education, corporate communications, PR, and translation (Li, 2018).

Key attainments:

- ❖ Enable career clarification, allowing students to evaluate job values and confirm long-term career goals (Johnson, 2019; Tran & Trang, 2020).
- ❖ Repurpose abstract academic concepts (discourse, syntax, phonetics) into specialized market assets like content localization, copy editing, and NLP data curation (To & Lung, 2020).
- ❖ Break the "no experience, no job" cycle (O'Mahony & Bechky, 2006) while expanding social capital and mentorship networks (Bilsland et al., 2015).

Structural challenges:

- ❖ Initial struggle with specialized tasks due to gaps in industry knowledge and corporate soft skills (Tran & Trang, 2020).
- ❖ Rigid administrative deadlines and compressed timelines cut short the learning curve needed for deep reflection (Aldabbus, 2020).
- ❖ Weak communication channels between universities and workplace partners leave interns to resolve professional and psychological conflicts alone (Bilsland & Nagy, 2015).

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RESULTS AND RECOMMENDATIONS

The attainments and challenges of graduation internships:

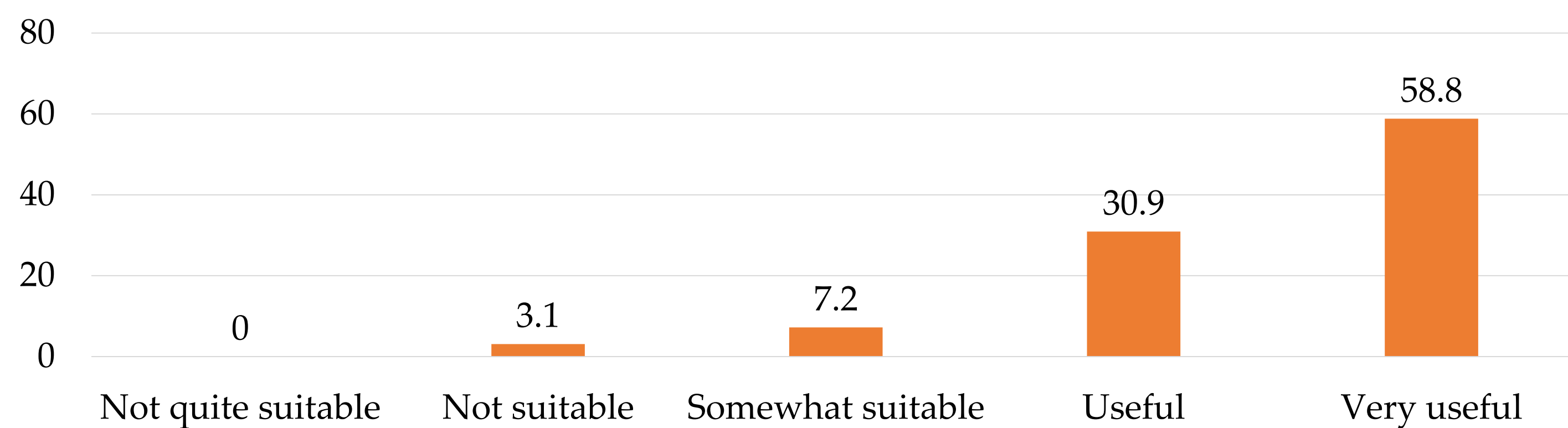


Fig2. Level of integration into the environment at the internship site ($M = 4.45$)

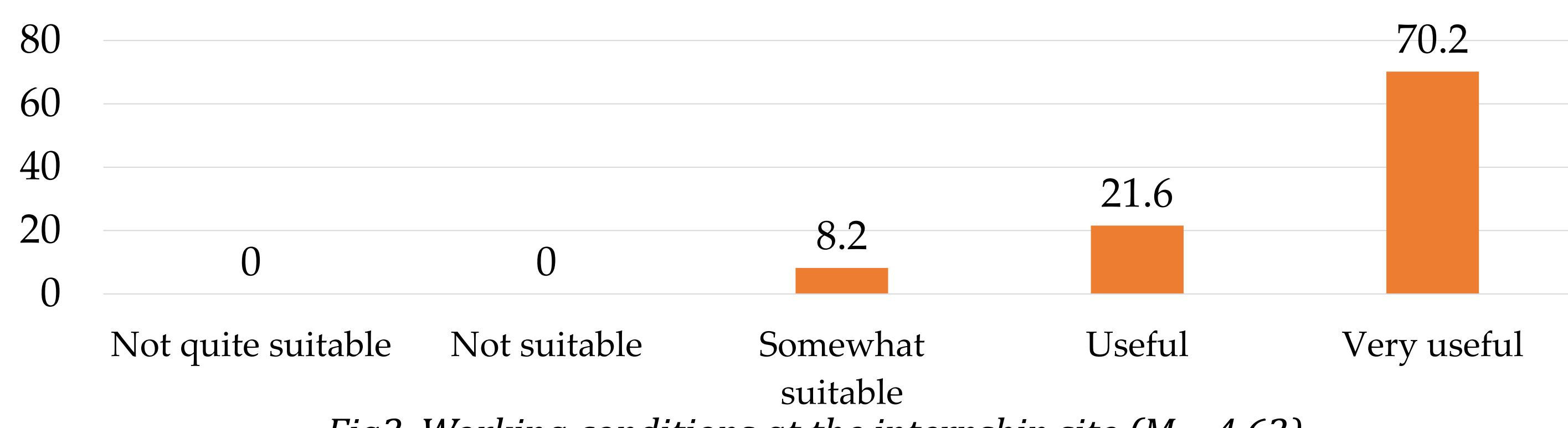


Fig3. Working conditions at the internship site ($M = 4.62$)

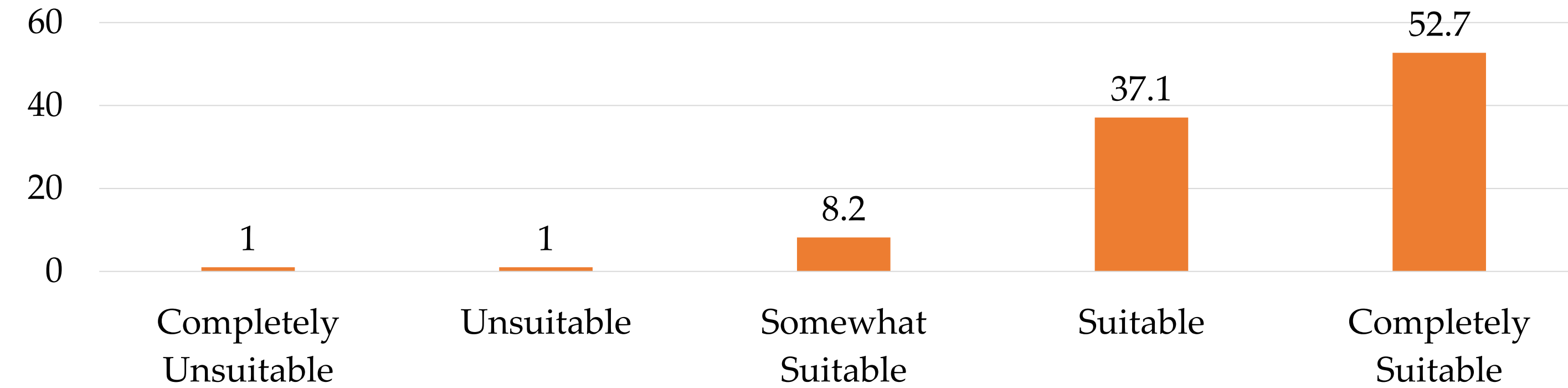


Fig4. The level of suitability of the assigned work with professional competence ($M = 4.39$)

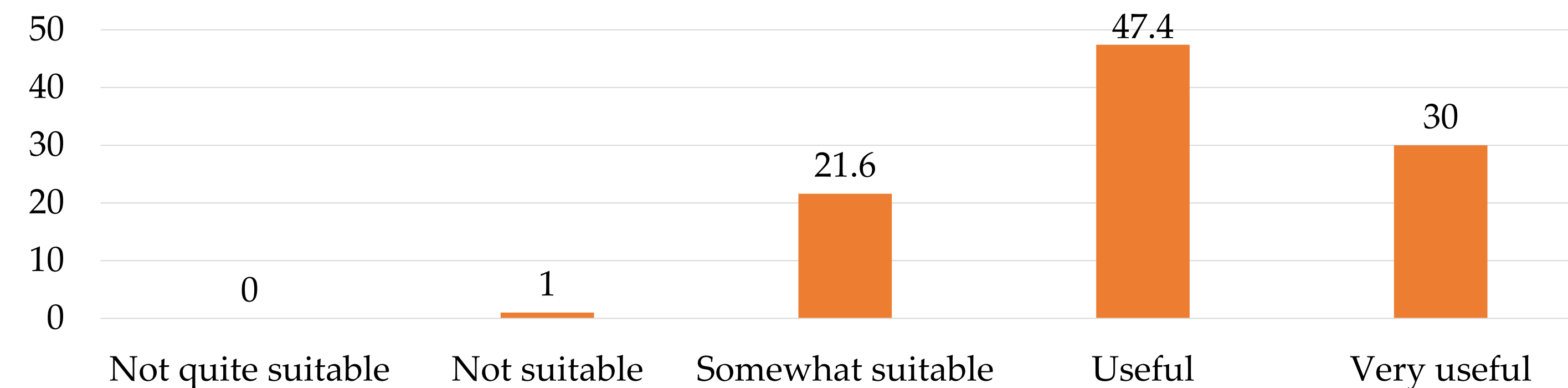


Fig5: The alignment between theory in university and practical experience. ($M = 4.06$)

Recommendations:

- Schedule placements during summer or post-coursework to eliminate academic conflict, and lengthen the duration for deeper immersion.
- Attach practical modules (workplace communication, problem-solving, office software) and mandatory pre-placement training on corporate culture and ethics.
- Open an alumni/faculty-staffed career counseling room for site selection, and standardize host supervisor grading with explicit assessment rubrics.