



Self-efficacy in communication and employability skills of English language students

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Abstract

The majority of the relevant studies have concentrated on identifying the potential employable abilities of Bachelor of Arts in English Language (BAEL) students in general rather than the employability skills of BA English Language graduates. Hence, it is important to know also what are the employable skills of the BAEL graduates in order to determine the areas of workplace they are to be employed in. This study aims to know the self-efficacy of BAEL students in oral, written, computer-mediated communication and the important employability skills of BAEL undergraduate students. The study is quantitative in nature, and a descriptive survey approach was employed to ascertain the respondents' employability skills in the various fields. The researcher used Google Forms for the survey questionnaire. The study revealed that the self-efficacy of the BA English Language fourth year undergraduate students had a positive opinion of their own skill efficacy. The English language students can handle themselves in company especially when interacting in small groups. They can carry out written communication tasks and also electronically assisted tasks. On the other hand, BAEL students have potentials to be employed in various industries. The researcher advised the students to be readily accepted in various fields in the workplace after graduation. Teachers and curriculum/policy makers were suggested to create learning interventions that can enhance the employability of the students in the various areas of English communication.

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INTRODUCTION

The English language is the most widely spoken language. When visiting a foreign country where no one speaks the same language, English is one of the languages that can be used to communicate with and comprehend each other. It is the language that may be used in a variety of settings, including the workplace. Given that it is regarded as the lingua franca of the globe and the standard language in a broad range of areas, including business and higher education, the English language is recognized as to be the only language that can link all countries in the world (Crystal, 2021). Furthermore, the English language is made up of many areas such as journalism, public relations, fundraising, and entertainment, as well as creative writing, critical theory, and literary history (Pincus, 2019).

English skills/proficiency in driving export economies, attracting foreign investment, increasing service exports, and establishing worldwide commercial and cultural ties is widely established (Rao, 2016). English Language proficiency is an advantage to English language students since it can be possibly connected to any industries. Linguistic proficiency as stated by Chithra and Banumati (2014) was labeled as one of the significant traits of employability for students. It is one of the skills that can be applied and be connected to any work. It is undeniable that the English language plays a crucial role in today's globalized world. It is widely recognized as significant in life and work skill.

According to Wei (2011), graduates struggled to find work because of their poor command of the English language, as well as their lack of interpersonal relationships, motivation, and the ability to overcome attitude issues like the inability to work as a team, refusal to learn, selfishness, and being overly selective about which jobs they apply for. Accordingly, oral and written communication skills were ranked first and second, respectively, in Baharun and Suleiman's 2009 study on employers' perceptions of what made graduates marketable. Mitchell (2010) also found that 73% of respondents cited written communication abilities as extremely important, while 57% emphasized general communication as being very significant. Written communication is the development and expression of ideas in writing. It is a crucial component of communication since companies frequently express concern that graduates lack fundamental written communication skills because they do not usually receive formal instruction in it while pursuing their undergraduate degrees (Griffith University, 2004).

In oral communication, a variety of general and discipline-specific teaching purposes are applied. In emphasis, speaking well is a goal in and of itself, giving students a set of abilities they can use throughout their entire lives. It is the method of communication that is most frequently used to convey ideas, support claims, provide justifications, provide information, and leave an impact on other people. Oral communication is, at its most fundamental, the spoken exchange of information between two or more individuals. The interaction is far more intricate than it first appears. Oral communication is made up of a number of components that, when combined, determine whether a contact is successful or unsuccessful. Not everyone has good communication skills. One needs to develop strong oral communication skills in order to succeed academically and professionally. Many people instinctively speak in conversation. Speaking and listening are two lifetime tasks that make up the most crucial form of communication, therefore oral communication skills refer to both of them. Both are incorporated skills that support one another's development.

Employability skills are generic in nature rather than job specific and it cut across all industries, businesses, job levels from the entry-level worker to the senior most position (Rajes, 2010). From the standpoint of employers, 'employability' and 'work preparedness' are equivalent according to Omar et al, (2012) as cited in Rajes (2010). It is which the employability skills are already given, characteristics English Language students have. Zaharim et al. (2009) conducted research on employers' perceptions of engineering graduates and their degree of satisfaction with the abilities that workers possess. The ability to operate successfully as an individual and in a group, with the capability to be a leader or manager as well as an effective team member, was found to be with high importance. It was followed by 'Ability to communicate effectively, not just with engineers but also with the general public'

Graduates from the study of English Language are expected to have proficient skills in verbal and nonverbal communication. Additionally, students were required to have employability skills for their future workplace (Kamil & Muhammad, 2021). Employability skills have a huge impact since they cover all of the knowledge students have learnt during their education. According to Singh (2021), their university tried sending interns to different offices to assess how their English language communication competency improved. Most of the tasks assigned were all about written and oral.

Also, based from the general findings by Sabry et al. (2016), Malaysian students' soft skills improved significantly, including their workplace literacy, well-being to internship training.

The English Language can be used in many ways in various works. A major in English Language degree holder can be automatically employed in the field of teaching or verbal works CHED MEMO Order No. 24, 2017. Thus, oral communication should be enhanced. According to Levitt (2001), it can be seen as an important tool or ability which is used by all levels of the workforce in almost any company. Hee and Zainal (2018) asserted the fundamental role of languages and skills in creating an efficient and effective workplace. Also, writing and teaching are most of the employability skills that can be accepted in work. In addition, oral communication is yet another ability that may be improved. According to Levitt (2001), oral communication is a crucial skill or ability that is employed by employees at all levels in every firm practically Hee and Zainal (2018) highlighted the relevance of oral and written communication skills evaluation, citing the basic function of languages and skills in building an efficient and productive workplace.

If at all possible, English students do exert most of the skills that are employable in future work. Many studies found that internship enhanced the skills of English students. Thus, in this study, the researcher focused in knowing the self- efficacy of BAEL Students in oral, written, computer-mediated communication. Additionally, the researcher would look on the important employability skills of BAEL undergraduate students as perceived by the prospect employers under the academic and scholarly work, business and industry jobs, media and publishing occupation and under the government and diplomatic services.

Pham (2021) emphasized the importance of including additional practical components in programs so that English majors could hone their professional abilities before their internship and placement in real-world job contexts. In other words, the curriculum should allocate more practice hours for students, since the students had difficulty in their communication skills. After the Internship, students' skills could be evaluated. Then, universities could develop their own model of work integrated learning, with greater emphasis on professional aspects in the academic program (Pham, 2021). Furthermore, students should be exposed to additional opportunities to create links between the classroom and the workplace through case studies, problem-based, and experiential learning.

In the study of Hee and Zainal (2018), the students' performance was closely scrutinized. It was discovered that students progressed more slowly in nonverbal communication than in verbal communication, so they must join the high levels of English literacy and communication abilities in the workplace. The study also highlighted the relevance of oral and written communication skills evaluation, citing the basic function of languages and skills in building an efficient and productive workplace.

Hence, students should be exposed to additional opportunities to create links between the classroom and the workplace through case studies, problem-based, and experiential learning.

After reviewing the full paper, the researcher discovered certain gaps and came to the conclusion that there are some things to ponder. The researcher discovered that English language skills must be improved before entering a sector of job. For the development of communication skills, English proficiency is required. The most significant linguistic capital in today's world, where sound English skills serve as a vehicle to sound chances and economic rewards in the career track, not only in Australia but around the world. (Roshid, 2013). If employers require the ability to be competent, English major students have an edge.

The majority of effective practice examples were launched by academics and all advisers who decided to collaborate to enhance students' ELP inside disciplinary instruction (Baik&Greig, 2009; Kennelly et al., 2010; Mort & Drury, 2012). Most significantly, language course designers must focus on altering the present English teaching curriculum to give student learners with a greater possibility to be proficient in English. Such engagement has the potential to encourage creativity in teaching and learning while also ensuring the applicability and relevance of courses taught in higher education institutions (Singh, 2021). English students that are enhanced with their employability skills are often directed in the field of teaching. Studying English should be geared toward a career in education, nothing more and nothing less. They are to be practiced in order to enter the area of teaching English courses to pupils (Arkoudis, 2014).

On the other hand, it appears that all of the Internships obtained by BAEL and English Language students are in the field of teaching and writing. Furthermore, it is part of a project that demonstrates both verbal and nonverbal communication. The English Language, as defined by

scanned articles, is an area of labor that requires ability in speaking and writing. Furthermore, English students wanted to discover what other fields they might pursue than teaching.

Therefore, the researcher specifically investigated for the self-efficacy of BAEL students in oral, written, computer-mediated communication. In addition, the researcher also wants to know the important employability skills as perceived by employers under the academic and scholarly work, business and industry jobs, media and publishing occupation and under the government and diplomatic services. The researcher aimed to identify the self-efficacy of BAEL students' employability skills which were under the three types of communication. Also, it was the goal of the researcher to identify important employability skills as perceived by employers under different areas.

This study aimed to determine the possible areas can BAEL students of Benguet State University could be employed. Specifically, this research aimed to address the self-efficacy rating of the BAEL students on their Oral Communication Skills, Written Skills and Computer-mediated Communication Skills. Also, this research aimed to address the employability skills that are important among the BAEL students as perceived by prospect employers in the area of Academic and Scholarly Work (teaching), Business and Industry Jobs (Public Relations, Advertising, Documentation), Media and Publishing Occupations (Writing, Editing, Translating) and in the area of Government and Diplomatic Services.

METHODS

This chapter presents the research design, population and locale of the study, research instruments, data gathering procedures, ethical considerations, and treatment of data.

The study used quantitative descriptive survey design to depict the self-efficacy in communication and employability skills of Bachelor of Arts in English Language students. When measuring variables and possibly establishing relationships between variables, a quantitative research approach of this kind is useful (Survey Planet, 2022). Descriptive Survey Research design was used because the study intended to describe the specific employability skills of BAEL students in different areas such as oral communication, written communication, and computer-mediated communication. A survey was done through collecting the ideas and information coming from the respondents.

The respondents of the study were the 40 fourth-year Bachelor of Arts in English Language (BAEL) students and prospect employers from different fields, specifically three (3) from the academic and scholarly work (teaching), four (4) from the business and industry jobs (public relations, advertising, documentation), four (4) from the media and publishing occupations (writing, editing, translating), and four (4) from the government and diplomatic service. The student participants were the primary users of the English Language and they were expected to possess the possible employability skills of the English Language. The respondents for both the pilot testing and final data gathering were chosen through a probability sampling most specifically simple random sampling. Due to the pandemic, the conducting of the data gathering was made online hence the researcher decided that anyone who was available from the target population (BAEL students and employees) was considered a respondent that would represent the whole population.

The researcher adapted a survey questionnaire titled: "English Language Communicative Competence of University Interns for Employability" by Singh (2021) and was modified through editing and removing questions that are irrelevant to the study by the researcher by asking the possible employability skills from the different areas of the English language and the employability skills that could be important among the BAEL students as perceived by prospect employers in various fields. Some questions and skills were discarded and some questions were paraphrased for the better understanding of the respondents.

In this survey-questionnaire, an alternate response (Yes or No) checklist was to identify the employability skills of the BAEL students in different areas of employment. The survey questionnaire was made up of several questions that asserted the employability skills of the BAEL students. The researcher also used a survey-questionnaire to identify the employability skills as perceived by prospect employers in the area of academic and scholarly work (teaching), business and industry jobs (public, relations, advertising, documentation), media and publishing occupations (writing, translating, editing), and government and diplomatic service. The items of each category are not consistent and each category consists of skills that are only relevant to the specific skills being questioned. Also, every category does not have any negative statements, instead positive statements and how confident they are. This questionnaire underwent validity test by three English teachers

from the Department of English under College of Arts and Humanities of Benguet State University and from the three validators. Also, it underwent pilot testing to chosen respondents and the results were analyzed by a statistician.

Where Kuder-Richardson 21 was used and it resulted to 0.66 which is considered reliable.

In administering the survey-questionnaire, the researcher first asked permission from the college dean and department head to conduct the study with the specific target population through a request letter. Upon approval, the researcher intended and made sure that some of the target population was free at that time of administering the questionnaire. The respondents were given enough time to answer the questionnaire. Afterwards, the answered questionnaires were collected by the researcher, then checked for incomplete answers and had it been completed by the respondents. The data were then tallied and analyzed.

In the process of data gathering, the researcher explained first the intention of the study and gave specific details to the respondents through the approved request letter uploaded through Google Form. Afterwards, the researcher asked if the respondents were free on the time of data collection and were willing to be respondents that would present the whole population. The researcher assured the respondents that the collected information would be used solely on the conduct of the research and would remain confidential. Lastly, the researcher expressed gratitude to the willing respondents who participated in the study and assured them that she would show them the result of the study once done.

The gathered data underwent statistical treatment, specifically descriptive statistics to clearly describe the employability skills of the BAEL Students. Specifically, the researcher used Percentage from 0-100% range to identify the top most self-efficacy of BAEL Students and the important employability skills in the areas of academic and scholarly work, business and industry jobs, media and publishing occupations and diplomatic services. The data was analyzed through the percentage ranking of every skill that they enhanced in. The skills that they are confident in is determined through percentage ranking from which comes first, second and third.

FINDINGS AND DISCUSSION

Self-efficacy of the BAEL Students

Table 1 shows the self-efficacy of the BAEL Students in oral communication, written communication and computer-mediated communication. The top 3 self-efficacy of the BAEL Students that was shown under oral communication is that 'they could be well-mannered and polite in dealing inside the company and they could listen and could get the main idea of the topic being discussed in a small group'. Second on the rank is that; 'they can give formal presentations' and 'they can share knowledge in the discussion', and the third is that, 'they can be confident to face their interview due to the English training offered to them in first year' however, the self-efficacy of the BAEL Students which placed the lowest is 'interacting in business meetings and conferences' and another is 'speaking in public confidently'. For the next various of communication, the top 3 self-efficacy of the BAEL Students that was shown under written communication is that 'they can take down notes and summarize information'. Second on the rank is that they can write business letters. Last on the rank says that they can write set of instructions/manual, write letters by using the terminology correctly and appropriately, write minutes of meeting, write notices and make signage for business. It also shows that the written skills of BAEL students that have the lowest percentage are: capability in general writing, writing proposals (business proposal, project proposal, etc.), writing reports (business reports, project reports, etc.), creating rules for organization and etc., accurately proofreading a written text, creating advertisements (for business, project, etc.), writing news articles and writing internal memorandum. For the last various of communication which is under computer-mediated communication, the top 3 self-efficacy of the BAEL Students that was shown in the table is that they can share files through google. Second on the rank is that they can operate computer such as using Microsoft word, PowerPoint, Spreadsheet, Google forms, Excel and etc. They can also do instant messaging in communicating with other employees and students, they can compose and send electronic mails/messages, they can upload files in the google drive, download files and pictures from the google and they can follow and use instructional materials using computer technology. The skill of BAEL students in computer-mediated communication that placed third in highest percentage, 95%, was the fact that they could search for information using a web search engine.

Table 1. Self Efficacy skills of the BAEL Students

	YES	PERCENTAGE	RANK
A. Oral Communication			
1. Being well-mannered and polite in dealing inside a company. Listening and getting the main idea of the topic being discussed	38	95 %	1
2. Giving formal presentations. Sharing their knowledge in discussion.	37	92.50%	2
3. Being confident to face my interview due to the English training offered to me in first year	25	62.50%	3
B. Written Communication			
1. Taking down notes. Summarizing information.	40	100%	1
2. Writing business letters.	37	92.50%	2
3. Writing set of instructions/manual. Writing letters by using the terminology correctly and appropriately. Writing minutes of meeting. Writing notices. Making signage for businesses.	33	82.50%	3
C. Computer-mediated Communication			
1. Sharing files through google.	40	100%	1
2. Operating computer such as using Microsoft word, PowerPoint, Spreadsheet, Google forms, Excel and etc.	39	97.50%	2.5
3. Doing instant messaging in communicating with other employees and students	39	97.50%	2.5
4. Composing and sending electronic mails/messages.	39	97.50%	2.5
5. Uploading files in the google drive.	39	97.50%	2.5
6. Downloading files and pictures from the google.	39	97.50%	2.5
7. Following and using instructional materials using computer technology	39	97.50%	2.5
8. Searching for information using a web search engine	38	95%	8

The findings in the table above under oral communication implies that BAEL students could give formal presentations and could listen to the discussed topic and could get the main idea. Also, they could be well mannered in handling the deals inside a company. However, BAEL students were more confident in using the English language in small groups than in large group of people/audience. BAEL students exercised their oral communication with just a small amount of people and not in front of many people and that only used what was being enhanced in their skills like speaking in small groups and not in a large group. In the meantime, speaking to large groups were not enhanced. It implies that BAEL students were diffident when in front of many people. This was because most of the tasks were done inside the classroom and these involved mere group discussions, not having large audience. BAEL students were only practiced reporting inside the classroom, with limited number of people. The findings were similar in the study of Grieve, et.al. (2021) in which they found out that the only consciousness skill measured in their study was fear. The researchers defined this as students' anxiety around their own performance during a speech, which included anxieties regarding their own memory of knowledge or their incapacity to remember presentation content when giving a speech (LeFebvre & Allen, 2018). Students were not confident enough to speak and were very conscious with the judgment of the audience. According to Marinho et al. (2016), one common form of anxiety is fear of public speaking, which affects college students. Students who had a negative self-perception of their voice and considered it to be soft or high-pitched rarely engaged in speaking to audiences in activities. Students did not speak because of their consciousness in making mistake in front of many people. Moreover, Dansieh, et. al. (2021) said that the factors that contributed to students' anxiety about public speaking includes: fear of ridicule, lack of experience with public speaking, inadequate preparation for public speaking, students' fear of making mistakes and weak or inadequate language.

For the next various communication which is under written communication, the table above suggests that BAEL students could take down notes and could summarize information. However,

BAEL students were more confident in their English grammar only in doing letters that were to be done during meetings and letter writings for businesses. They were more engaged in doing simple letters and not advance. This included doing business captioning, signages and creating advertisements. They also encountered subjects in journalism and in business letter writing but not subjects that required making, the making of signage's and advertisements. Also, doing some proofreading made them diffident in engaging to advance writing. The result implies that BAEL students only reached on making basic letters and had not that much exercises inside the classroom. The same as the implication of the data in the table 2 that not all business letter writing and written engagements were exercised by the English language undergraduate students. For instructors and employers, anyone with a high school or college degree having decent grammar and writing skills might be taken for granted according to Coffelt et al. (2016). As a result, employers became irritated and took note such weakness of employees who lacked certain skills. College instructors might need to re-evaluate the way they taught and assessed these core topics, especially if flawless grammar and spelling would be expected from college graduate. In relation to this, BAEL students could not advance or improve their writing if skills were not exercised.

Lastly, under computer-mediated communication, it was being shown in the table above that BAEL students could share files through Google applications. They could use applications and were more engaged in such things as Microsoft Word, PowerPoints and etc. Nonetheless, BAEL students were more active in using basic applications and were more confident in using basic skills under computer literacy. They were more confident in using their skills through using the basics of computer applications. The most dominant skills were that they could use and could engage with the basic knowledge on communicating through computer. It means that they were not that good but they could engage in using other communication tools like doing zoom meeting and others. It also implies that BAEL students had not undergone in learning advanced Information Technology. This could be the reason they were not that knowledgeable, like using infographics for better illustration, giving a lesson in live online sessions, doing instant Internet forums (Zoom, Google Meet and etc.), creating virtual (Zoom) meetings for online business discussions and using a video conferencing tool on the web. BAEL students are not engaged in virtual communication but they were on face-to-face communication. It implies that BAEL students were only knowledgeable about computer information for they just took a subject related to it and they did not have any separate subject about computer information. The findings were similar to the study of Wach (2012) that shows that although leisure and social factors were naturally predominated, most participants were keen to take advantage of computer-mediated communication (CMC) opportunities to intentionally practice their English. The strong potential of Computer-mediated Communication (CMC) as a tool to promote autonomy was confirmed by the indicated readiness to consciously concentrate on using English during beyond-the-classroom meaning-oriented online interactions. They tend to be more active personally and not on using computer as a tool of exercise. According to Kasapoğlu-Akyol (2010), students were not that advanced in using the computer. It was found out that that everyone should be more aware of the advances in technology. Students and teachers in particular, should grab the opportunity to use CMC skills whereas possible. BAEL students must engage and try to learn more advance technology.

Thus, the results implies that BAEL students are most likely to know on only the basic skills under oral, written and computer-mediated skills. They are not that equipped and need to be equipped. BAEL students had a positive opinion of their own skill efficacy. They are confident on their own skills. The self-efficacy of BAEL students reflects positivity on their skills.

Employability Skills that are Important among the BAEL Students as Perceived by Prospect Employers

Table 2 shows the employable skills that were important among the BAEL students as perceived by the prospect employers under the academic and scholarly work, business and industry jobs, media and publishing occupation and government and diplomatic services. Moreover, it shows in table 2 the precise detail on the important employable skills of BAEL students. For the first area which is under academic and scholarly work like teaching and researching, the employable skills that are important among the BAEL students as perceived by the prospect employers which received the highest percentage of 100% is that BAEL students could make use of visual aids effectively, could make sets of instructional materials, could speak long sentences, could make lesson plans, could write reports, could provide training through discussion or workshop, could gather data's for

research, could communicate to respondents and students, could write sentences that would be used in the research paper, could interview students, could interview respondents for the research, and could take note during research. The second important employable skill of BAEL students in the area of academic and scholarly work that as perceived by the employers, with the highest percentage of 66.67%, was: BAEL students could give formal presentations; they were able to interact on non-technical discussions; could make syllabus, and could analyze data from researches. For the area of Business and Industry Jobs like public relations, advertising and documentations., in the table below it shows that the top important employable skills of BAEL undergraduate students with the highest percentage of 100%, as perceived by the employers was that BAEL students can write reports; they can give face-to-face instructions to subordinates; they can speak on the telephone with colleagues on job-related matter; they can take part in interviews, they can deal with forms and negotiate with client and stakeholders. The second important employable skill, receiving 75%, of BAEL students in the area of business and industry jobs that were perceived by the employers was that BAEL students can write internal memorandum. The third important employable skills, with 50% that were perceived by the employers was that BAEL students can write proposals and they can write business letters. For the next area which is under of media and publishing occupations like writing, editing and translating, the table below shows that the important skills among BAEL students as perceived by the employers were at total of 100 %. Moreover, it shows that all of the mentioned skills on the table under media and publishing occupations were the top important employable skills of BAEL students that were perceived by the employers in the area of Media and Publishing Occupations. BAEL students can proofread and edit media materials, can conduct press releases, can make news articles, can write scripts, can film documentaries write procedures and documentations and can easily use audio visual equipment and can make subtitles for movies. For the last area which is under the area of government and diplomatic services, it shows that the most important employable skills as perceived by the prospect employers, with the highest percentage of 100%, BAEL students can transfer the information to customers to understand correctly; they can draft and proofread written reports; they can answer general written correspondence by letter or e-mail; they can handle queries by telephone from other departments; member of the public and overseas contacts; they can update travel advice and information, and they can communicate with foreign clients. The second important employable skills with 50% of BAEL students in the area of government and diplomatic service that were perceived by the employers was that BAEL students can understand the context of content without a dictionary in translation.

Table 2. Employability skills important as perceived by prospect employers

	YES	PERCENTAGE	RANK
A. Academic and Scholarly Work			
1. BAEL students can make use of visual aids effectively.	3	100%	1.5
2. BAEL students can make sets of instructional materials.	3	100%	1.5
3. BAEL students can speak long sentences.	3	100%	1.5
4. BAEL students can make lesson plans.	3	100%	1.5
5. BAEL students can write reports.	3	100%	1.5
6. BAEL students can provide training through discussion or workshop.	3	100%	1.5
7. BAEL students can gather data's for research.	3	100%	1.5
8. BAEL students can communicate to respondents and students.	3	100%	1.5
9. BAEL students can write sentences that will be used in the research paper.	3	100%	1.5
10. BAEL students can interview students and respondents for the research.	3	100%	1.5
11. BAEL students can take note during research.	3	100%	1.5
12. BAEL students can do critical thinking during research.	3	100%	1.5
13. BAEL students can give formal presentations.	2	66.67%	13.5
14. BAEL students are able to interact on non-technical discussions.	2	66.67%	13.5
15. BAEL students can make syllabus.	2	66.67%	13.5
16. BAEL students can analyze data from researches.	2	66.67%	13.5
B. Business and Industry Jobs			
1. BAEL students can write reports.	4	100%	1.5
2. BAEL students can give face-to-face instructions to subordinates.	4	100%	1.5
3. BAEL students can speak on the telephone with colleagues on job-	4	100%	1.5

	related matter.			
	4. BAEL students can take part in interviews.	4	100%	1.5
	5. BAEL students can deal with forms	4	100%	1.5
	6. BAEL students can negotiate with clients and stakeholders.	4	100%	1.5
	7. BAEL students can write internal memorandum.	3	75%	7
	8. BAEL students can write business letters.	2	50%	8
	BAEL students can write proposals.			
C.	Media and Publishing Occupations			
	1. BAEL students can proofread and edit media materials.	4	100%	1.5
	2. BAEL students can conduct press releases.	4	100%	1.5
	3. BAEL students can make news articles.	4	100%	1.5
	4. BAEL students can broadcast news.	4	100%	1.5
	5. BAEL students can write scripts.	4	100%	1.5
	6. BAEL students can write procedures and documentations.	4	100%	1.5
	7. BAEL students can film documentaries.	4	100%	1.5
	8. BAEL students can easily use audio visual equipment.	4	100%	1.5
	9. BAEL students can make subtitles for movies.	4	100%	1.5
D.	Government and Diplomatic Services			
	1. BAEL students can transfer the information to customers to understand correctly	4	100%	1.5
	2. BAEL students can draft and proofread written reports.	4	100%	1.5
	3. BAEL students can answer general written correspondence by letter or e-mail.	4	100%	1.5
	4. BAEL students can handle queries by telephone from other departments, member of the public and overseas contacts.	4	100%	1.5
	5. BAEL students can update travel advice and information.	4	100%	1.5
	6. BAEL students can communicate with foreign clients	4	100%	1.5
	7. BAEL students understand the context of content without a dictionary in translation.	2	50%	7

Table 2 presents that the important employable skills of BAEL students as perceived by the employers in the area of academic and scholarly work were making and writing lessons and conducting and analyzing. BAEL students encountered such lessons in their research subjects and from their subject which is teaching English as a second language that made them also knowledgeable and directed them to teaching. This made them qualified in being employed in the area of academic and scholarly work, teaching and researching. Hence, BAEL students carried the skills that were employable under the said area. They could be employed in an area where they teach, they could make researches, and they could analyze data. The findings were similar in the study of Patrick et al, (2007) who found out that skills in teaching English are needed to provide a realistic and acceptable example for their students. On the other hand, if students spoke different varieties of English language, they should recognize local English as a proper and well-formed variation that is equal to their own. Based on the study of Al-Khairi (2015) both male and female participants valued teachers most who had the following professional qualities: possess in-depth, current knowledge of their subjects, explain concepts simply, correctly respond to questions, provide clear instructions and are consistently well-prepared and organized. It would be the same with English language undergraduate students who knew how to make use of visual aids effectively, could able to interact on non-technical discussions and etc. According to Toledo-Pereyra (2012), being inquisitive is being curious or, as many dictionaries would put it, being "unduly curious." Asking lots of questions and demonstrating a thirst for knowledge round out the inquisitive mind or the inquisitive person. This is a key characteristic in research that goes along with the initial enthusiasm and drive for the subject matter. These are characteristics that can be seen with English language undergraduate students. They obtain such by displaying critical thinking during research, analyzing data from researches and other related activities.

In the area of business and industry jobs, the important employable skills of BAEL students as perceived by the employers. BAEL students carried the important skills especially writing letters and proposals that were necessity in related areas. Most of the skills of BAEL that were mentioned were accepted in the area of business and industry jobs. Thus, BAEL students could be employable in the area, where they could compile and could write articles and documents. They could also answer calls and entertain people like in the call center companies. BAEL students were trained to communicate to people and to converse with other people in a well-mannered way that would make

them acceptable in call center agencies. BAEL students were trained to communicate in English, to have proper grammars, and to be proficient in the phonetic alphabets. These allowed them be aware of the right pronunciation and enunciation of words. Aside from being aware through oral, it made them also be aware of their write grammars for they are taking up the subject business communication. Wherein they learn how to make basic letter writings and communication letters. Therefore, BAEL students would be qualified in business and industrial jobs. The findings were similar to a study stating that opportunities to communicate with consumers in English and any other languages, significant language proficiency improvements could be observed. In fact, 70 agents (out of 100 interviewees) stated that they swiftly obtained more prominent jobs outside the field because of their increased language abilities, particularly in English (Woydack, 2019). English language undergraduate students have such language proficiency. As possible call center agents, they can speak the telephone with colleagues on job-related matter, take part in interviews and etc. Call center agents were likely to receive individualized and substantial English language training and coaching after they were hired because effective English communication skills would be essential to the caliber of services they would provide. These are the same skills English Language undergraduate student obtain like negotiating with clients and stakeholders. BAEL students practiced and know their proficiency in the English language. Thus, they were called English language students.

Also, in the area of media and publishing occupations, the important employable skills of BAEL students as perceived by the employers. BAEL students carried the skills that were employable under the said area: especially enhancing and engaging their English skills in translating, editing and also writing. Most of the skills of BAEL that were mentioned in the table were accepted in the area of media and publishing occupation. BAEL students were equipped in translating, since they had a subject related to it where they were asked to translate text from one language to another. They had advantages since they experienced editing and translating which made them knowledgeable of the skills in the area of media and publishing jobs. The employers under the media and publishing occupations were exactly looking for those that had advanced knowledge, which English language students possessed. The findings were similar in the study of Pardo (2010) which states that a producer had influence over creative factors that have an impact on the final product, such as the concept, the script, the director, casting, editing, digital effects, and music, in addition to organizational, planning, and financial duties. This is the same in case of English language undergraduate students who obtain proofreading and editing media materials, writing scripts, filming documentaries and others. Again, it is similar to the study of Cremedas & Lysak (2011) that said news directors vastly liked to hire persons with previous web expertise. To relate, English language undergraduate students 'have such skills, since they broadcast news, easily using audio visual equipment, proofreading and editing media materials.

And in the area of government and diplomatic services, the important employable skills of BAEL students as perceived by the employers wherein at first, we can see that BAEL students attended different foreign language classes which are Hangul, Nihongo, Spanish, Mandarin and many more, wherein they learn these foreign languages. This could be an advantage in the employability of BAEL students, since they already had knowledge on various languages. Therefore, BAEL students carried skills that are employable under the said area, like translating dictionaries and making dictionaries. It is also an advantage for the BAEL students for they are taking up the subject Lexicography which they are learning about the different dialects and compiling them to create a dictionary. According to the table under diplomatic and government services above, it shows that the BAEL students were employable in such area. They could be translators, a translator especially that they were knowledgeable in using the English Language. The skills can be found from the English students, since they can be flexible through handling phone calls from foreigners and can draft and proofread written reports. The findings are similar to the study of Cook and Guy (2010). It says that it then develops and discusses incorporation of translation into materials, curriculum design, and teacher education, establishing a new direction in practice and research. This is a skill that BAEL students possess English language undergraduate students can translate words from foreign to English. According to Carhill (2012) ESL teachers are English language learners who had access to multimodal course materials and translation support. English as secondary teacher and English language students have the same skills: drafting and proofreading written reports, and answering general written correspondence by letter or e-mail.

The result implies that BAEL students embody employability skills that are mentioned above. BAEL students are knowledgeable of the different areas which is under the area of academic and scholarly work which is mostly about teaching and doing research wherein they have already undergone during their thesis and the making of Instructional Materials and Teaching English as Second Language. The other area is under business and industry jobs which is about advertising, documentation and public relations wherein they have undergone in their business letter writings subject. Another area is under media and publishing occupations which is all about editing, translating and writing wherein they have undergone during their subject in Literary text and non-literary text and also their subject in Introduction to Film-making. And lastly, under the area of diplomatic and government services which is all about communicating with foreigners and also translator wherein they have undergone during their foreign language subjects. Hence, it shows that the employability skills perceived by the prospect employers are being embodied by the BAEL students. Thus, the BAEL students have the employability skills that are applicable in the area of academic and scholarly work, business and industry jobs, media and publishing occupations and diplomatic and government services.

CONCLUSION

In conclusion, the researcher had evaluated self-efficacy of BAEL Fourth Year Undergraduate Students in Benguet State University in the area of Oral Communication, Written Communication and Computer-mediated Communication and the important skills of BAEL Fourth Year Undergraduate Students that are perceived by the employers in the area of Academic and Scholarly Work, Business and Industry Jobs, Media and Publishing Occupations and Government and Diplomatic Services.

Based on the findings of the study, the following are the conclusions:

The study revealed that BAEL students had a positive opinion of their own skill efficacy. They are confident on their own skills. The self-efficacy of BAEL students reflects positivity on their skills. BAEL students have potentials to be employed in various industries as they continue to improve and enhance their employable skills. Therefore, based on the findings of the study, the BAEL Fourth Year students are still recommended to enhance their capabilities in presenting to large groups; they are to exercise their public speaking for they lack confidence; they must engage in advance letter writing and do advertisements and signage; they must learn about the advance technology and to enhance their skills that are employable in the areas of academic and scholarly work which are researching and teaching, business and industry jobs which are public relations, advertising, documentations, media and publishing occupations which are writing, editing, translating and government diplomatic services which is dealing with foreigners in office setting and more. Moreover, for the BAEL students to enhance and improve their employable skills, the Curriculum/Policy Makers should add more subjects that are good for the BAEL Fourth students; let the subjects of the BAEL Fourth Year students in the area of Oral, Written and Computer-mediated Communication be expanded and be added for them to enhance the employability skills of the BAEL Fourth Year students in the areas of academic and scholarly work, business and industry jobs, media and publishing occupation and the area of government and diplomatic services. Also, for the BAEL students to excel more, it is recommended for the employers to hire BAEL graduates with enhanced skills in the area of oral, written and computer-mediated communication and help them improve their employability skills once they are hired. Additionally, it is being encouraged that those future researchers also should discover more on the expanded employability skills of the BAEL Fourth Year students in the area of their oral, written and computer-mediated communication and other more, they should also discover more on the employability skills of the BAEL Fourth Year students that are expanded which can be placed in the areas of academic and scholarly work, business and industry jobs, media and publishing occupation and the area of government and diplomatic services.

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