Enhancing English competency through work-integrated learning: A gap analysis of Thai university students in industrial workplaces

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This study aimed to investigate the effectiveness of WIL in enhancing English language competency among Thai university students during their internships in industrial sectors. Participants were 2,115 students from various fields placed in companies located in key economic zones. English competency was assessed using a 30-item questionnaire covering listening, speaking, reading, and writing. A gap analysis and a paired sample t-test were conducted to compare self-assessed competency levels before and after WIL. Significant improvement was found in all four skill domains ($p < .01$), with gains ranging from 11.43% to 48.68%. The greatest improvements involved understanding job-related questions, participating in workplace meetings, and handling telephone conversations. These findings indicate that WIL provides authentic opportunities to practice English in real-world workplace contexts. Higher education institutions and industry partners should therefore integrate targeted English language activities into WIL curricula to strengthen graduates' local and international employability.

Keywords: English language competency, gap analysis, language skills enhancement, work-integrated learning workplace, Thai university students.

English language is the principal medium of communication in the global labor market. In international companies, English is used not only for day-to-day tasks such as meetings and emails, but also in more complex functions like negotiation, strategic planning, and cross-border collaboration (Dülger & Övdür Uğurlu, 2025; Tran & Tue, 2025). In many cases, it serves as a common working language among professionals from diverse linguistic and cultural backgrounds. Thus, in a globalized economy, English language competency is a vital asset for enhancing employability and navigating professional environments, especially in industrial regions with international engagement. English language is widely used as a lingua franca in business, industry, and education, enabling communication across diverse linguistic and cultural contexts (Gomez, 2022; Jeong, 2021).

For non-native English-speaking countries like Thailand, enhancing English proficiency among university graduates is essential for boosting their competitiveness in both domestic and international labor markets (Sureeyatanapas et al., 2024). In countries where English is not an official language, strong English skills can significantly improve employability, facilitate smoother integration into organizations, and expand access to global job opportunities. Therefore, developing English competency plays a crucial role in supporting economic growth and in positioning graduates for

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success in an increasingly interconnected world (Kaur et al., 2016). In Thai industrial contexts and in Thailand's export-driven and industrialized regions, such as the Eastern Economic Corridor (EEC), English competency has become a practical necessity. Thai students preparing for careers in logistics, manufacturing, and international trade are expected to navigate English-language documents, communicate with foreign stakeholders, and collaborate in multinational teams (It-ngama et al., 2023). Prior research suggests that Thai university graduates with strong English skills are more likely to secure employment in high-demand sectors and gain promotions in multinational firms (Chuanpongpanich, 2021). Thus, English is increasingly viewed not only as a communication tool but also as a professional asset.

To address this need, work-integrated learning (WIL) has emerged as a powerful pedagogical approach that bridges academic learning and practical experience (Hay & Fleming, 2024; Rowe & Zegwaard, 2017). By immersing students in authentic workplace settings, WIL facilitates the development of job-relevant skills, including communication, problem-solving, and language use in context (Dean & Campbell, 2020; Hay & Fleming, 2024). Within this framework, students are given opportunities to use English in real-world tasks, such as attending meetings, writing reports, and engaging with clients—experiences that cannot be fully replicated in traditional classrooms (Emperador-Garnace, 2025; Ferns et al., 2025). As such, WIL has the potential to significantly enhance English competency, particularly in workplaces that prioritize international collaboration and investment.

Several studies have confirmed that participation in WIL is associated with improvement in students' self-perceived English competency. Chang and Utsumi (2024) found that international placements significantly improved students' intercultural competence and speaking confidence. Lertchalermtipakoon et al. (2021) reported that Thai students placed in tourism and hospitality sectors gained substantial confidence and fluency through daily use of English with international guests. Similarly, Im (2021) and (Roshid & Kankaanranta, 2025) noted that students in English-speaking workplace settings showed greater development in professional writing and oral presentation skills than those in conventional classroom programs. These findings support the argument that WIL provides an effective platform for applied language development. The integration of English development into WIL aligns with broader frameworks of 21st-century skills (Emperador-Garnace, 2025). Global employers now seek graduates who possess not only technical knowledge but also cross-cultural awareness, adaptability, and strong communication competencies (Bamrungsin & Meinhold, 2023; Gomez, 2022). WIL offers an environment where these skills can be developed simultaneously. By fostering language acquisition in authentic contexts, WIL contributes to producing graduates who are workplace-ready (Mandal & Edwards, 2022) and able to perform effectively in multicultural and multilingual settings (Wu et al., 2024).

The WIL placements extend beyond textbook-based learning and immerse students in context-rich environments where language use is both necessary and meaningful. Students are exposed to specialized vocabulary, workplace discourse, and cultural norms that help develop their professional communication abilities.

Research Objective

This study aims to examine the effectiveness of a WIL program in improving Thai university students' perceived and reported English language competency during industrial internships. The study explores changes in English competency before and after the internship experience. The large sample size strengthens the reliability of the results and highlights the role of real workplace communication

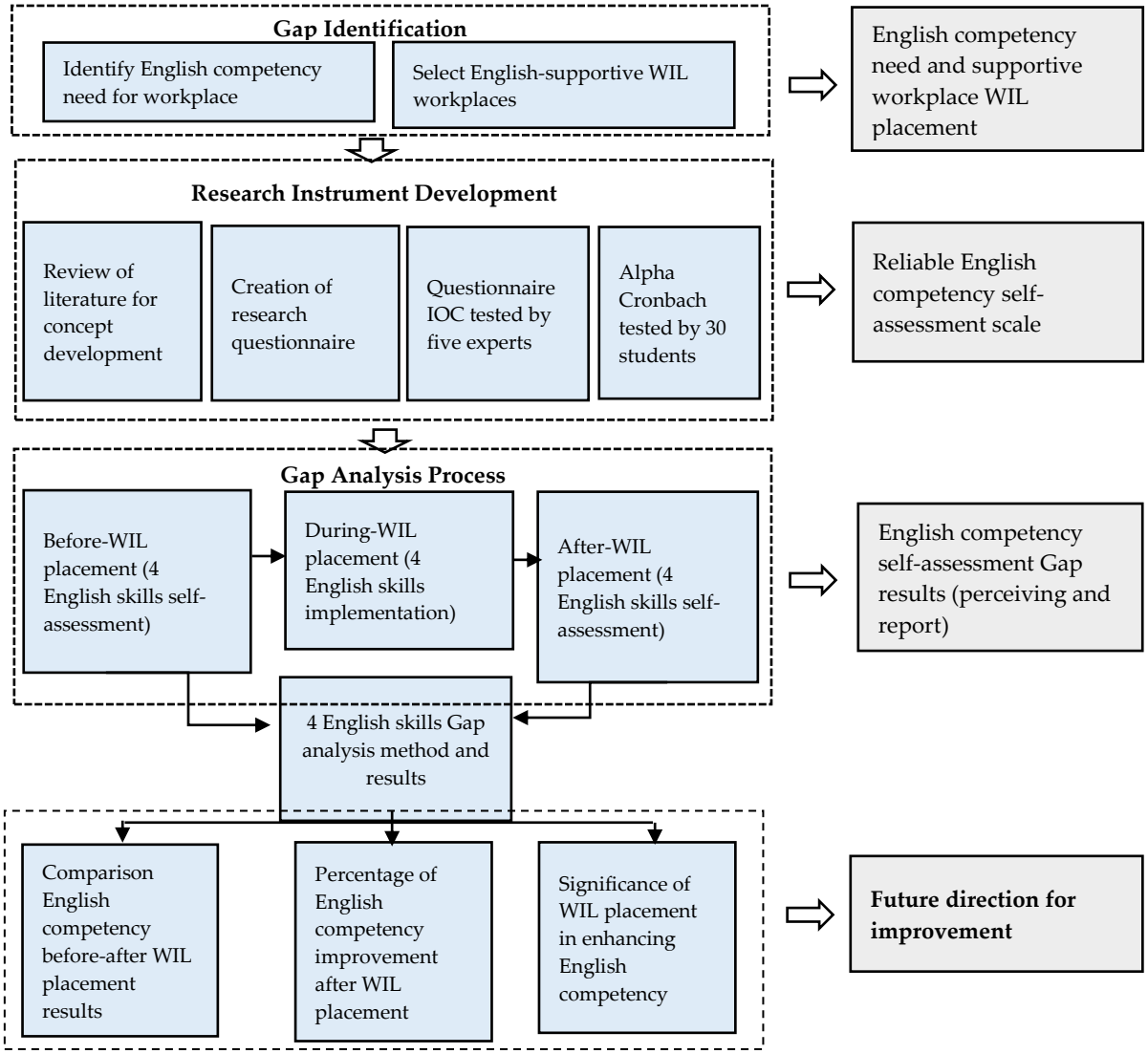
in building confidence and English skills to support curriculum development and strengthen university - industry collaboration.

METHODS

Research Design

To address this gap analysis, the study evaluated English competency perceiving and report of undergraduate students at Thai universities who participated in WIL placements. A before- and after-assessment questionnaire was adapted to measure the students' English language competencies before and after the WIL experience. A gap analysis was then conducted to identify variations in language proficiency. The research was carried out in four steps, as follows:

FIGURE 1. Research design for English competency gap analysis.



Participants

The study included 2,115 Thai university students who completed their WIL program, from 2019 to 2020, in three key industrial provinces: Chachoengsao, Chon Buri, and Rayong. The participant group consisted of 521 male students (24.63%) and 1,579 female students (75.37%). The students were placed in a wide range of business sectors. The largest groups were assigned to the vehicle industry (n = 419, 19.8%), then hotel and food services (n = 237, 11.2%), product store services (n = 239, 11.3%), and electrical and electronic equipment (n = 191, 9.0%). Other notable sectors included animal food (n = 118, 5.6%), plastics (n = 102, 4.8%), chemicals (n = 104, 4.9%), rubber (n = 69, 3.3%), tourist services (n = 77, 3.6%), and other production sectors (n = 61, 2.9%). Smaller proportions of students were placed in industries such as petroleum (n = 37), metal products (n = 111), health and welfare (n = 41), assurance (n = 41), furniture (n = 13), agriculture (n = 16), and mining (n = 6).

Instrument

The primary research instrument was a structured questionnaire developed to assess students' self-perceived English language competency in workplace contexts. The elaboration of the questionnaire was grounded in a comprehensive review of relevant literature and prior studies on English language skills required in industrial and professional settings. The final version consisted of 30 items measuring key aspects of English competency, including listening, speaking, reading, and writing. Each item reflected practical language tasks commonly encountered in real workplace environments, ensuring content validity and contextual relevance. A 5-point Likert scale was employed (1 = Strongly disagree to 5 = Strongly agree) to assess participants' self-assessed competency levels (Bowling, 1997; Florczak, 2005). To ensure the instrument's quality, content validity was evaluated by five experts in language education and cooperative education. The index of item–objective congruence (IOC) for all items ranged from 0.80 to 1.00, indicating strong content alignment. The internal consistency of the instrument was high, as reflected by a Cronbach's alpha coefficient of 0.921, demonstrating excellent reliability (Guilford, 1965; Nunnally, 1978).

Data Collection

Ethical approval for this study was obtained from the Ethics Committee at Suranaree University of Technology, Thailand (EC-63-15), before data collection. To ensure a sufficiently large and diverse sample, data was collected using both onsite and online methods. The researcher, along with trained assistants and collaborators, coordinated the study with company representatives through in-person visits and virtual meetings to facilitate data access and participant engagement.

The participants were invited to complete the questionnaire using either printed forms or an online version via Google Forms. Clear instructions were provided in both formats to support accurate completion. Distribution was facilitated through various digital platforms, including email, LINE, Facebook, and Messenger, enabling convenient access for participants across different regions and industries. A total of 2,500 students were invited to participate in the study. To increase the response rate, follow-up reminders were sent periodically to individuals who had not responded yet. As a result of these efforts, 2,115 questionnaires were completed, yielding a response rate of 84.6%.

Statistical Analysis

Data analysis was performed using SPSS version 29.0. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to summarize participants' demographic profiles

and workplace-related characteristics. Before analysis, the dataset was screened for accuracy and completeness. All responses were checked for outliers and inconsistencies. The missing data were evaluated using SPSS's missing value analysis. Cases with extensive missing responses or more than 10% were excluded from the analysis. For isolated missing items, listwise deletion was used to maintain the integrity of paired comparisons. The missing data appeared to be random, with no systematic patterns detected.

To evaluate the effectiveness of the WIL program on English language competency perceiving, a paired sample t-test was employed to compare students' self-assessed scores before and after the program across 30 competency items. Several assumptions were tested before performing the t-test. The normality of difference in scores was assessed using histograms, Q–Q plots, and the Shapiro–Wilk test. The results confirmed an approximate normal distribution, satisfying the assumption. Although homogeneity of variance is not a strict requirement for paired t-tests, the variance between pre- and post-test scores was examined and found to be sufficiently stable. The significance level for statistical testing was set at $p < .05$.

RESULTS

The results of the paired sample t-test revealed statistically significant differences ($p < .001$) in English competency scores before and after students' participation in the WIL program across all four language domains (Table 1 and Figure 2 and 3). This finding indicates that students perceived and report an improvement in their language proficiency following their work-based experiences. A gap analysis was conducted to examine the magnitude of perceived improvement for each skill. The largest competency gap was observed in listening skills, where the mean score increased from 2.70 (SD = 0.86) before WIL to 3.64 (SD = 0.81) after WIL, resulting in a mean difference of 0.94 ($t = -56.97$, $p < .001$), or a 35.60% improvement. The second highest gain was found in writing skills, which increased by 0.63 points (22.18%, $t = -3.27$, $p = .001$). Speaking and reading also showed significant gains, with average improvements of 0.59 points (21.36%) and 0.55 points (17.45%), respectively.

When individual items were analyzed, it was observed that the three most improved competencies were: (1) LIS4: Understanding requests and job-related questions (+48.68%), (2) LIS5: Understanding meeting conversations (+42.72%), and (3) LIS3: Understanding telephone conversations (+39.22%). Conversely, the smallest gain was found in REA4 "Ability to read and understand letters and emails (+11.43%)." The details for each domain are as follows:

Listening Skills: The largest individual gain was for LIS4: Understanding job-related questions, with a gap of 1.20 and 48.68% improvement, followed by LIS5: Understanding meeting conversations (gap = 0.99, 42.72%), and LIS3: Understanding telephone conversations (gap = 1.04, 39.22%). These results reflect that workplace immersion significantly helped students improve in handling auditory comprehension tasks relevant to real work situations.

Speaking Skills: The highest gains were observed in: SPE4: Sharing and expressing thoughts (gap = 0.72, 26.80%), followed by SPE3: Participating in discussions and meetings (gap = 0.60, 25.02%), and SPE8: Making appointments with foreign customers (gap = 0.64, 21.02%). These results suggest that WIL experiences improved students' confidence and ability to speak spontaneously and appropriately in professional contexts.

Reading Skills: The most significant improvement was observed in REA7: Reading organizational notes (gap = 0.87, 28.64%), and REA1: Reading and understanding work instructions (gap = 0.67, 21.94%).

The smallest gain was in REA4: Reading and understanding letters and emails (gap = 0.39, 11.43%). This lower gap may reflect students' prior familiarity with written communication or limited exposure to formal correspondence during the WIL program. Writing Skills: The most significant improvements were observed in WRI6: Writing a work summary and self-report (gap = 0.82, 28.80%), and WRI4 and WRI5: Using appropriate grammar and describing procedures (gap = 0.68 and 0.67 respectively). These findings confirm that students have enhanced their ability to communicate effectively through writing, especially in professional reporting and documentation tasks (Table 1).

DISCUSSION

This study aimed to investigate the effectiveness of WIL on the development of English competency among Thai university students engaged in internships in various industrial sectors. The results revealed statistically significant improvement in on self-perception and self-reporting across all four domains: listening, speaking, reading, and writing ($p < .001$). These findings highlight the value of using self-perception and self-report questionnaires with a large sample size. This approach allows data to be collected without disrupting regular learning activities, while still providing reliable subscales for key constructs (Schellings & Van Hout-Wolters, 2011). However, a key limitation of this approach is that learners may overestimate or inaccurately evaluate their actual language proficiency (Lira et al., 2022). Considering these limitations, future studies should combine self-report data with objective measures, such as language tests or workplace evaluations, to improve the validity of the findings (Kusmaryani & Ramli, 2023). In addition, longitudinal and mixed-method studies that include observations or interviews can help clarify how confidence gained through WIL aligns with actual language development over time (Creswell & Plano, 2018).

These findings were consistent with prior studies emphasizing the importance of situated language use in real-world contexts. Clement and Murugavel (2018) suggested that language acquisition is most effective when learners engage in meaningful communication tasks, such as negotiating or clarifying information, activities that are inherently present in WIL environments. Similarly, Higgins (2024) highlighted that in a globalized workplace, English serves not only as a medium of information exchange but also as a tool for building intercultural relationships (Evans & Suklun, 2017; Luong et al., 2025).

This aligns with situated learning theory (Lave & Wenger, 1991), which views learning as a social process that occurs most effectively through participation in authentic tasks. Munawar and Chaudhary (2019) mentioned that WIL provides such opportunities through hands-on experiences, such as writing reports, attending meetings, or solving workplace-related problems and also emphasized that WIL bridges the gap between academic theory and practice by requiring learners to apply English immediately in high-stakes, task-based settings, thus deepening engagement and reinforcing language acquisition (Emperador-Garnace, 2025). From the perspective of social cognitive theory (Bandura, 1977), WIL also enhances learning through observational experiences, role modeling, and increased self-efficacy. Students are not only exposed to English in context but also motivated to perform through social interaction and feedback (Fleming & Haigh, 2018; Nicola-Richmond et al., 2021). Together, these theoretical perspectives support the conclusion that WIL serves not only as a practical training tool but also as a transformative experience that strengthens communicative competence essential for success in the 21st-century workforce.

TABLE 1: Results of paired sample t-test: comparing before and after WIL English competency scores across four skill domains (N = 2,115).

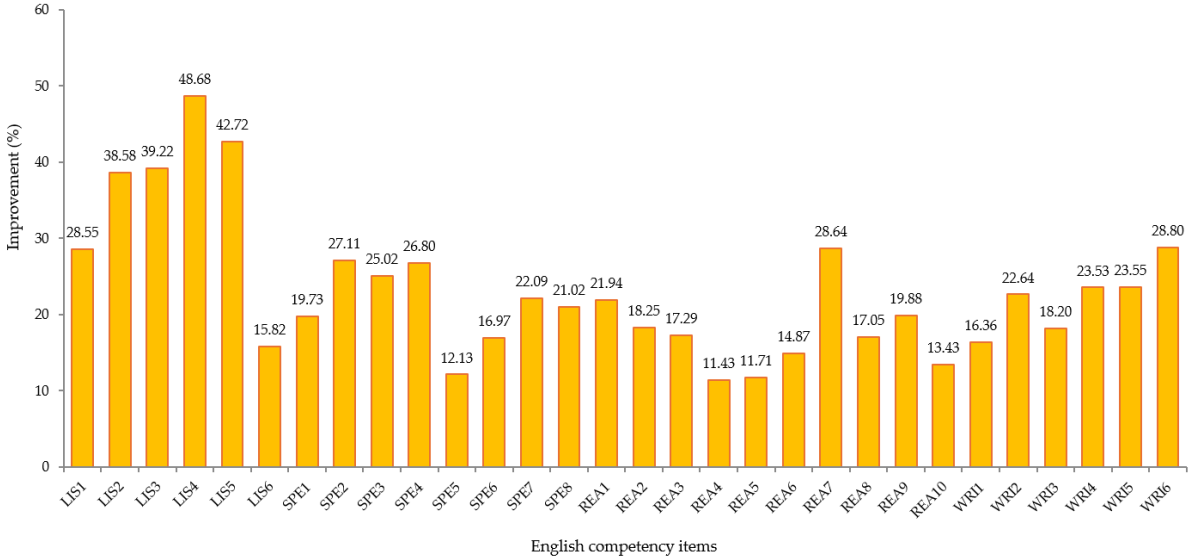
Items	Details	Before		After		M Difference (After-Before)	% Improvement	t	Sig. (2-tailed)
		M	SD	M	SD				
LIS: Listening skills		2.700	0.860	3.640	0.810	0.940	35.600	-56.967	0.000
LIS1	Understanding basic conversation in daily life	3.060	0.859	3.934	0.787	0.870	28.550	-39.254	0.000
LIS2	Understanding work instruction	2.728	0.808	3.781	0.709	1.050	38.580	-49.067	0.000
LIS3	Understanding telephone conversations	2.646	0.966	3.684	0.912	1.040	39.220	-41.143	0.000
LIS4	Understanding requested information and job-related questions	2.468	0.731	3.670	0.741	1.200	48.680	-56.298	0.000
LIS5	Understanding meeting conversation related to work	2.306	0.873	3.292	0.802	0.990	42.720	-42.071	0.000
LIS6	Understanding both formal and informal language and diverse English accents	2.980	0.937	3.451	0.891	0.470	15.820	-19.567	0.000
SPE: Speaking skills		2.800	0.920	3.390	1.020	0.590	21.360	-34.498	0.000
SPE1	Asking for clarification of work instruction / Requesting coaching	2.924	0.824	3.501	0.712	0.580	19.730	-27.136	0.000
SPE2	Ability to explain information or procedures	2.689	0.722	3.418	1.778	0.730	27.110	-17.953	0.000
SPE3	Participating in discussions/meetings	2.401	0.830	3.002	0.798	0.600	25.020	-29.598	0.000
SPE4	Ability to share and express own thoughts	2.681	0.792	3.400	0.962	0.720	26.800	-36.582	0.000
SPE5	Ability to pronounce the correct word	3.122	0.991	3.500	0.839	0.380	12.130	-15.872	0.000
SPE6	Ability to speak face-to-face and over the phone	2.966	1.109	3.470	1.062	0.500	16.970	-16.987	0.000
SPE7	Ability to ask and answer questions in meetings	2.584	0.910	3.155	0.958	0.570	22.090	-26.121	0.000
SPE8	Ability to make an appointment with a foreign customer	3.041	1.211	3.680	1.076	0.640	21.020	-27.232	0.000
REA: Reading skills		3.140	0.950	3.690	0.830	0.550	17.450	-29.840	0.000
REA1	Ability to read and understand working instructions	3.071	0.766	3.745	0.746	0.670	21.940	-40.411	0.000
REA2	Ability to read and understand documents, notices, and announcements	3.199	0.822	3.783	0.740	0.580	18.250	-32.698	0.000
REA3	Ability to read and understand technical vocabulary at work	2.954	0.859	3.464	0.850	0.510	17.290	-20.469	0.000

Items	Details	Before		After		M Difference (After-Before)	% Improvement	t	Sig. (2-tailed)
		M	SD	M	SD				
REA4	Ability to read and understand letters and emails	3.387	1.190	3.387	1.190	0.390	11.430	-14.319	0.000
REA5	Ability to read and translate job information according to translation methods	2.971	1.031	3.319	1.061	0.350	11.710	-12.254	0.000
REA6	Ability to read and understand general information	3.310	0.970	3.802	0.794	0.490	14.870	-19.931	0.000
REA7	Ability to read and understand organizational notes	3.051	0.892	3.925	0.730	0.870	28.640	-42.349	0.000
REA8	Ability to read and understand safety instructions	3.400	1.162	3.979	0.805	0.580	17.050	-21.288	0.000
REA9	Ability to read and understand reports and work summaries	3.037	0.870	3.641	0.840	0.600	19.880	-23.856	0.000
REA10	Ability to read and understand the attitude and opinions of the authors	3.046	0.963	3.455	0.786	0.410	13.430	-17.996	0.000
WRI: Writing skills		2.860	0.910	3.490	0.800	0.630	22.180	-3.270	0.001
WRI1	Ability to reply to emails and business letters	3.116	1.105	3.626	0.792	0.510	16.360	-21.578	0.000
WRI2	Ability to accurately record information from the meeting	2.664	0.837	3.268	0.830	0.600	22.640	-28.888	0.000
WRI3	Ability to write messages providing correct information	2.787	0.785	3.295	0.754	0.510	18.200	-25.072	0.000
WRI4	Ability to use the language, vocabulary, grammar, and punctuation marks in basic writing correctly	2.897	0.982	3.503	0.793	0.680	23.530	-29.670	0.000
WRI5	Ability to describe objects or procedures	2.835	0.890	3.503	0.793	0.670	23.550	-30.592	0.000
WRI6	Ability to write a work summary and a self-report correctly	2.850	0.876	3.671	0.775	0.820	28.800	-42.356	0.000

FIGURE 2: Comparison of mean English competency scores before and after WIL.



FIGURE 3: Percentage (%) of improvement in English competency after WIL participation.



Among the four domains, listening skills showed the most significant improvement (mean difference = 0.94; 35.60%), especially in understanding job-related requests, workplace conversations, and telephone communications. These findings suggest that real-time listening to English in dynamic work contexts, such as meetings, informal exchanges, and task instructions plays a crucial role in driving listening comprehension (Jeong, 2021). This aligns with previous studies (Hastedt et al., 2023), which emphasized the role of social interaction and contextual immersion in language acquisition. Writing skills exhibited the second-highest improvement (mean difference = 0.63; 22.18%), especially in composing reports, summarizing work, and using grammar properly. This suggests that students were regularly involved in written communication tasks, such as emails, internal documentation, and formal summaries, reflecting the real demands of professional environments (Rios et al., 2020; Wongwichai & Tachom, 2021). These findings corroborate Al Hilali and McKinley (2021) and Kohn's 2015 assertion that workplace writing fosters critical thinking, clarity, and effective use of language.

Speaking skills also improved (mean difference = 0.59; 21.36%), though to a slightly lesser extent than writing. Notable improvements were found in expressing opinions, participating in meetings, and making appointments with clients. However, challenges may persist in spontaneous verbal communication, especially for students with lower pre-existing confidence or exposure. The findings are consistent with Clement and Murugavel (2018) and Jeong (2021), who emphasized that workplace communication gradually builds verbal fluency through trial, observation, and guided interaction.

Reading skills showed the least significant improvement (mean difference = 0.55; 17.45%), possibly due to the more passive nature of reading tasks compared to interactive listening or speaking. Although students improved their ability to read organizational documents and technical instructions, the gap was less pronounced, perhaps because reading is more frequently practiced in academic contexts before WIL placement. This echoes Stepanenko et al. (2023) who noted that reading tends to improve less in practical settings unless explicitly integrated into job tasks.

The improvements observed in all language domains support that WIL offers a fertile ground for language development. Varied types of workplace environments and tasks appear to serve as natural contexts for applying English in meaningful ways. However, the results also highlight the importance of carefully structured placements and mentorship (Khojah & Asif, 2020) to maximize language learning opportunities, particularly for speaking and reading. Furthermore, the positive 'gap' between pre- and post-WIL scores validates the use of workplace immersion as a supplement to traditional English instruction. Therefore, WIL plays a significant role in fostering learner confidence, which constitutes a critical affective factor in linguistic development. The confidence gained through WIL experiences contributes to enhanced English language proficiency, particularly in speaking skills and more effective oral communication in authentic workplace and real-world communicative contexts (Emperador-Garnace, 2025).

IMPLEMENTATION

Policy creation: The results underscore the importance of embedding English for workplace into higher education national strategies. Policymakers should support the expansion of WIL programs with clear language development goals, ensuring that students from all academic backgrounds have equitable access to real-world English competency experiences. Additionally, funding mechanisms and policy incentives could be directed toward university–industry collaborations that emphasize bilingual or multilingual workplace training, particularly in sectors tied to Thailand's economic development priorities (e.g., EEC industries, tourism, logistics).

Universities and educators involvement: Higher education institutions should consider redesigning WIL curricula to integrate structured English language objectives aligned with workplace needs. This includes preparing students with pre-placement training in business and technical English, and providing reflection sessions during or after placements to reinforce language gains. English instructors and WIL coordinators should collaborate closely with industry partners to tailor linguistic content to authentic tasks, such as email writing, technical discussions, and intercultural communication.

Future research development: This study highlights the need for longitudinal and mixed-method research to explore the sustained impact of WIL on English proficiency over time. Future studies could examine industry-specific language needs, workplace communication challenges, or compare WIL outcomes across different regions or demographic groups. Moreover, developing standardized assessment tools for workplace English would help institutions measure learning outcomes more systematically and support evidence-based program improvement.

CONCLUSION

This study indicates that WIL is effective in enhancing Thai university students' self-perceived English language competency. The findings suggest that work-integrated learning (WIL) contributes positively to Thai university students' perceptions of their English language competency, acknowledging that these outcomes are based on self-reported data and may not fully correspond to independently assessed language proficiency.

Notable gains were observed in all four domains, particularly in listening and writing, through authentic workplace tasks, such as meetings, reporting, and professional communication. These results emphasize the effectiveness of WIL in bridging the gap between classroom learning and real-world language use. As English is essential for employability, integrating language development into WIL program can better prepare students for globalized work environments.

FUNDING SOURCES

This work was supported by Suranaree University of Technology (SUT), Thailand Science Research and Innovation (TSRI), and National Science, Research and Innovation Fund (NSRF) (Project code 90464 and NRIIS number 215632).

ACKNOWLEDGEMENTS

The authors are grateful to all the respondents and to the academic community of Suranaree University of Technology and Mahamakut Buddhist University, Nakhonratchasima Buddhist College for supporting the publication of this manuscript. Additionally, we extend our appreciation to all the workplaces for their support in collecting data.

Disclosure of the Use of GenAI

The authors used ChatGPT-5.6 and Grammarly to improve grammar, language clarity, and readability. ChatGPT was also used to suggest visual formatting improvements for figures created using R in the RStudio. These tools were used during the manuscript revision and presentation stages. All data, analyses, interpretations, and conclusions were produced and verified by the authors. The authors reviewed and revised all AI-assisted outputs and take full responsibility for the final manuscript.

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International Journal of Work-Integrated Learning
ISSN: 2538-1032
www.ijwil.org

About the Journal

The International Journal of Work-Integrated Learning (IJWIL) publishes double-blind peer-reviewed original research and topical issues related to Work-Integrated Learning (WIL). IJWIL first published in 2000 under the name of Asia-Pacific Journal of Cooperative Education (APJCE).

In this Journal, WIL is defined as:

> *An educational approach involving three parties – the student, educational institution, and an external stakeholder – consisting of authentic work-focused experiences as an intentional component of the curriculum. Students learn through active engagement in purposeful work tasks, which enable the integration of theory with meaningful practice that is relevant to the students' discipline of study and/or professional development* (Zegwaard et al., 2023, p. 38*).

Examples of practice include off-campus workplace immersion activities such as work placements, internships, practicum, service learning, and cooperative education (co-op), and on-campus activities such as work-related projects/competitions, entrepreneurships, student-led enterprise, student consultancies, etc. WIL is related to, and overlaps with, the fields of experiential learning, work-based learning, and vocational education and training.

The Journal's aim is to enable specialists working in WIL to disseminate research findings and share knowledge to the benefit of institutions, students, WIL practitioners, curricular designers, and researchers. The Journal encourages quality research and explorative critical discussion that leads to the advancement of quality practices, development of further understanding of WIL, and promote further research.

The Journal is financially supported by the WILNZ, WACE, WIL Australia, and the University of Waikato.

Types of Manuscripts Sought by the Journal

Types of manuscripts sought by IJWIL are primarily in two forms: 1) *research publications* describing research into aspects of WIL and, 2) *topical discussion* articles that review relevant literature and provide critical explorative discussion around a topical issue. The journal will, on occasions, consider good practice submissions.

Research publications should contain; an introduction that describes relevant literature and sets the context of the inquiry. A detailed description and justification for the methodology employed. A description of the research findings - tabulated as appropriate, a discussion of the importance of the findings including their significance to current established literature, implications for practitioners and researchers, whilst remaining mindful of the limitations of the data, and a conclusion including recommendations.

Topical discussion articles should contain a clear statement of the topic or issue under discussion, reference to relevant literature, critical and scholarly discussion on the importance of the issues, critical insights into how to advance the issue further, and implications for other researchers and practitioners.

Good practice and program description papers. On occasions, IJWIL seeks manuscripts describing an example of good practice, however, only if it presents a particularly unique or innovative practice or it was situated in an unusual context. There must be a clear contribution of new knowledge to the established literature. Manuscripts describing what is essentially 'typical', 'common' or 'known' practices will be encouraged to rewrite the focus of the manuscript to a significant educational issue or will be encouraged to publish their work via another avenue that seeks such content.

By negotiation with the Editor-in-Chief, the Journal also accepts a small number of *Book Reviews* of relevant and recently published books.

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