



Engineering Internship Ads Informing the Teaching of Writing of Internship Application Letters (IALs)ⁱ

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Abstract: The job application letter (JAL) or what many label the ‘resume cover/covering letter’ has received much attention in the professional communication literature. Nevertheless, most of these studies, albeit making general references to addressing job ad requirements, have focused on the organization of the document without allotting due consideration to the procedures of how to group and address the requirements listed in the job ad, the details given in the attached resume and how the advertising company’s activities impact the schematic organization of the letter, inform its contents and guide the sequencing of the various speech acts to be included in the JAL. Moreover, the focus in all these studies is on persons applying for full time jobs, and not on university students wanting to apply for internship positions, to meet an educational requirement without which they will not be able to graduate. In response, this study presents practical steps for the writing of engineering internship application letters (IALs). It illustrates the web of relations that exist among the internship ad requirements, the resume and the advertising companies’ activities and how they all, if accurately and carefully analyzed, contribute to writing a strong and compelling engineering IAL that may end up with the applicant being shortlisted, and later on being called for an interview. Normally, an internship ad lists several requirements that potential interns must exhibit. These, based upon an analysis of their contents, are thematically categorized into: academic education, practical experience and the personal attributes requirements. Thus, the IAL, in addition to comprising what the researcher terms the ‘default’ opening and closing paragraphs, as explained in this study, must contain three other paragraphs detailing the academic qualifications, practical experience(s) and personal attributes of the candidate, and how these bond with company requirements. The study concludes with pedagogical suggestions for the teaching of writing of IAL to engineering students, and how these same steps, with little tweaks, could be used in the future for writing an application letter for a full time job.

Keywords: Resume covering letter, Formal and content schema, Engineering internship letters, Internship requirements, Transfer of writing skills

1. INTRODUCTION

In engineering programs, doing an internship period ranging from 6 to 10 weeks is an integral part of engineering education. Students are required to apply for any engineering company that offers professional engineering practice in their area of specialization. Despite the fact that such an activity, in addition to a host of other benefits, provides students with an authentic and real work experience in the engineering profession, enables them to make the connection between theoretical knowledge gained from classroom learning, grants them opportunities to witness its application in the industry, helps them enrich their resumes with practical training, and opens up employment doors for them by the company they interned with; those students are not given sufficient assistance in their searches for internship opportunities

by their respective college instructors at the university the writer of this paper works for. This may have emanated from their ignorance of labour market needs. All that the students are offered by their respective engineering departments is a list of some 70 companies’ email addresses to write to them. In response to this dilemma faced by the students, and in an attempt to offer them guidance in this regard, we have introduced in a professional communication skills course for engineering students at the American University instructions regarding how to find suitable internship venues together with details on the application process and the documents needed for this. Special attention, in addition to constructing a well-formatted resume, is given to the process of writing and producing an appropriate internship application letter (IAL).



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2. CONTEXTUAL BACKGROUND

In spite of the vast literature on job application letters (e.g., Lannon, 2008; Locker, Kaczmarek and Braun, 2013; Thill and Courtland, 2015), samples of IALs produced by American University of Sharjah engineering undergraduate students applying for internship positions demonstrate that students face several challenges in writing well-structured IALs. Furthermore, when they write one, it is usually weak in content and contains several irrelevant and unsubstantiated statements about the applicants' suitability for the position(s) being applied for. It is known that the communicative aim of such letters is to secure an interview for an internship position, through highlighting the most relevant information and skills in the candidate's resume and how relevant those are to the position requirements.

Engineering students at the American University of Sharjah exhibit native or near-native speaker command of the English language, according to the results of the English language proficiency tests they were required to

take. The University requires a minimum of 6.5 in IELTS. Nevertheless, written samples of IALs produced by engineering undergraduate students applying for internship opportunities, examined by the researcher, show that they encounter difficulties in writing a well-structured internship letter. This difficulty does not spring from language problems; rather the problem is experienced because of the students' ignorance of how the requirements in the internship ad inform and influence the structure and organization of ideas in an IAL. The major challenge that students face is manifest in producing IALs that sound repetitive. Students, albeit successfully dividing the IAL into independent physical paragraphs, fail to show respect for the thematic unity of each individual paragraph, which negatively impacts cohesion and coherence of the IAL letter, making its reading boring and making the writer sound incoherent.

3. LITERATURE REVIEW

To this effect, the author had recourse to the literature on formal letter writing for help with this problem. Unfortunately, the textbooks available in the field of letter writing (e.g., Eckersley & Kaufmann, 1974; Glendinning & Glendinning, 2001; Hodlin & Hodlin, 1979; Lannon, 2008; Marsen 2006 Thill and Courtland, 2015; Thompson & Bland, 1980; Oliu et al., 1992; and many others) were not of much help because they simply advise prospective writers, mainly full time job seekers, to divide the letter into paragraphs (e.g., the opening, the body and the closing paragraphs). In addition, the authors cite examples of different structures that may be used in the opening and closing paragraphs, while vaguely referring to what comes in between these two paragraphs as "the body". In fairness to these studies, mention is made of "the body" being subdivided into paragraphs, but no information is given as to the links and relationships between the different paragraphs. They mainly focus on teaching the physical layout of letters; whereas, students need not only know the physical layout of letters but also what information should go into which paragraph, if they are to be able to organize their letters in a coherent manner. Moreover, although some of the sources state that "[e]very cover letter should include: • Your contact information • Date • Employer's contact information • Paragraph 1: Why you're writing • Paragraph 2: What you've to offer them • Paragraph 3: What happens next • Closing" (WetFeet, 2014, p. 88), they do not elaborate on how the position requirements inform the actual writing of the letter. For instance, although Lannon (2008, p. 403) stresses that job applicants must explain how their credentials fit into the position they are applying for, he does not elaborate much on the process of how to make this connection. Also, he adds that the application letter "... must emphasize personal qualities, and qualifications in a



convincing way” (402), without spelling out what personal qualities to capitalize on and how. Another related issue is that: should personality issues, education, and others, be touched upon in the same paragraph or in separate ones? Lannon (2008) stays silent on this.

The problem that a big majority of graduates and students, alike, face is represented in their inability to stay within paragraph borders; that is not adhering to paragraph thematic divisions. In this regard, Kennedy and Bolitho (1984) and Hanania and Akhtar (1985) rightly argue that all texts have relations between functions, grammatical forms of those functions and the way the different functions are linked together. These relations within a text are what help to produce coherence which is a major determinant of the understanding of the text by the reader.

As for the generic design of letters of application, Bhatia (1993, p. 61) suggested seven moves of a letter of application, but his main focus and concern was to show how the structure of a ‘typical example’ of a letter of application was similar to the structure of a sales promotion letter (Upton and Connor 2001, p. 318). Furthermore, we need to consider students applying for internships since according to Wetfeet (2014, p. 88), “Once you learn it, you’ll be able to vary your approach to suit individual positions, industries, and employer preferences.”

These sources acknowledge the decisive role such letters play in applicants’ selection through stating that:

Like a good appetizer, all cover letters have one main purpose: to whet the readers’ appetite, get them interested enough to move on to your resume, and then want to interview you. In many cases, the cover letter is the first thing the employer encounters about you, so you want to make this first impression a good one (Wetfeet, 2014, p. 66).

Nevertheless, no practical guidance regarding the procedures involved in quantifying and classifying the position requirements listed in a job ad are given to prospective job application writers. The availability of such information will enable writers of such letters to avoid being repetitive and novice in their first contact through professional writing, which will result in the production of an ambiguously written IAL that will negatively impact its contents, coherence and, therefore, its readability.

What prospective job and internship applicants need are specific procedural steps concerning how to analyze the internship ad, group the requirements into categories (thematic groups), and how to use the

outcome of this thematic analysis to guide and inform the contents of the application letter and the divisions between its components. Once this is given, then the concept of lifelong learning (Gerard, Rob and Kees, 2013) is instilled in the learners to apply the very same steps in similar future encounters.

4. OBJECTIVE OF THE RESEARCH

Therefore, the present study aims to fill in this gap by providing practical guidelines for the letter’s contents, their order and how to signal the transition from a thematic unit to the other. It is, thus, the objective of this empirical study to present a detailed description of internship letters in order to establish a schematic pattern for them, the linguistic realizations of these schematic units and how these different units relate to each other, with the aim of making available pertinent pedagogical information that could be incorporated in professional communication courses for engineering students and all other job seekers.

5. METHODOLOGY

To keep abreast of engineering internship requirements in today’s labour market, 12 sections of engineering students (approximately 276 students) who had been registered in the Professional Communication Skills for Engineers course at the American University of Sharjah in the United Arab Emirates, were required to find and bring to class an engineering internship ad that they intended to apply for after completing this prerequisite course. The ads, all published in English, were culled from online sources over the academic years from 2014-2016. All the ads were collected from the websites of local, national, international and multinational engineering companies operating in the MENA region and other parts of the world. A total of 200 ads were subjected to thematic analysis.

5.1. Procedures

First, all students, individually, were asked to carefully read and examine the requirements section in the ads and try to familiarize themselves with company demands. Second, a whole class discussion took place in which all students shared requirements’ details. This focused on the following:

- Number of requirements per ad
- Sequence of requirements. That is, which thematic requirement was listed first, and which was listed second, and why?
- The possibility of grouping some requirements under one common theme.
- Requirements that a person may skip in the IAL as they are already elaborated on in the resume to be attached.



- Were there any additional/preferred requirements in the ad? And, what were they?

5.2. Thematic analysis of engineering internship ads

According to Braun & Clarke (2006), thematic analysis involves rich accounting of the data. It allows for the generation of both explicit and implicit themes from a direct and critical interpretation of the evidence. Explicit themes emerged from field identifying vocabulary used in the requirements. Examples of these are: '*studying towards a degree in mechanical engineering*'. On the other hand, implicit themes emerged from an analysis of underlying assumptions of requirements involving skill sets resulting from education. For instance, some requirements were straightforwardly focused on education, whereas others were focused on the experience resulting from education. An example of the former is "a degree from an accredited university and a minimum GPA of 3.0 or above on a scale of 4.0. An instance of the latter is "experience of cost analysis". As a result, the first will be listed in the education section and the latter will go into the experience section. For this categorization process, Braun and Clarke (2006) stipulated steps were used as the framework for the analysis through progressing in this order:

- familiarization with the data;
- generating initial codes; and
- constructing, renaming, and reviewing themes.

The concept of topic, defined by Brown and Yule (1983, p. 73) as 'what is being talked/written about', was of great help in this regard. Grice's (1975) four maxims (see below) and their accompanying principles were also used as yardsticks in guiding the process of writing and editing the internship letter by ascertaining that the letter addresses as accurately as possible the requirements and that it does not exceed one A4 sheet. Furthermore, all listed points should be supported with concrete examples relevant to the requirements.

Table 1. Grice's (1975) Four Maxims

Quantity	Make your contribution as informative as is required (for the current purposes of the exchange) Do not make your contribution more informative than is required.
Quality	Do not say what you believe to be false. Do not say that for which you lack adequate evidence.
Relation	Be relevant.
Manner	Be perspicuous. Avoid obscurity of expression. Avoid ambiguity.

6. RESULTS AND DISCUSSION

6.1. What do companies need?

Thematic analysis of collected ads has been conducted and categories were checked by a reviewer for reliability of results. All ads requirements were carefully examined and assigned to three main themes as follows:

- Education
- Experience
- Personality

Results show that all ads have some essential requirements, in addition to some other preferred ones. The former are:

- A minimum number of engineering credit hours or years of study and essential knowledge of a specific engineering discipline and computer software
- Practical lab experience in specific engineering discipline areas/subareas
- Personal attributes (i.e., team leader, outstanding communication skills, problem-solver, detail-oriented, etc.)

These requirements are listed in all internship ads in the order given above, which has significant implications for the sequencing of the contents of the internship letter as detailed below.

The preferred requirements are the ones that vary from one engineering company to another. Some of these require that candidates have the following:

- A valid visa and a driver's license from the country in which the company operates
- Knowledge of local culture and local customs and traditions
- Knowledge of local language in addition to English
- Have their own means of transportation
- Have done community service
- Hold work permit
- Have clean criminal record

Based on the thematic analysis of the internship ads, any IAL should address all the three requirements listed above in three coherent sections/paragraphs in the order given above. This implies that education, which is the basis for gaining knowledge and enhancing personal development comes first, followed by what is gained through it-accumulation of knowledge and personality maturity and development. Having such a foundation to build the design of the paragraphs in the main body of the IAL on, should help writers make a clear demarcation, or to use Brown and Yule's (1983, p. 67)



concept of topic shift, between paragraphs and signal the transition from one paragraph to the other. In this regard, Whereat and Leventhal (2017) note that:

Paragraphs are meant to make a text understandable and readable, and to help tell the story. A well-written paragraph describes only one complete idea, where the main part of the idea comes first. From there, the different parts of the idea (supporting sentences) should be organized according to a logical sequence that fits the storyline, with information placed according to its importance. This logical sequence is helped along by words that link one sentence to the next (p. 38).

6.2. Construction of the JAL

That said, these paragraphs should be preceded by a short one, what the researcher terms as ‘the default paragraph’, which is not more than three sentences in length, containing reference to the applicant’s nameⁱⁱ, the internship ad, its publication date and venue where the ad was seen, and the internship position being applied for. This paragraph should also introduce and prepare the readers to the rest of the letter through the use of transitional expressions such as:

- *I personally believe I am a suitable candidate for the reasons given below.*
- *The details given below make me a good fit for the position advertised.*
- *Etc.*

In addition to this paragraph and the sections following it, the letter concludes with another short default paragraph requesting an interview, and sometimes making reference to the attached resume; especially if it has not been referred to in the preceding sections of the letter. Examples of such short paragraphs are:

- *Looking forward to giving you more information than that given in this letter and the attached resume in the interview.*
- *More information than that provided in this letter and the accompanying resume will be given in the interview.*
- *Awaiting being called for an interview, at your convenience, to provide you more information about other credentials not much elaborated on in this letter and the attached resume.*

The following sections elaborate on the mechanism of writing the letter and its contents.

6.2.1. The opening paragraph (default paragraph)

Here, Grice’s Maxims of Quantity and Quality are of great relevance. That is, the writer has to make his/her contribution as informative as required by the conventions of writing such letters. Therefore, this paragraph covers the following:

1. Who is applying for the internship position (the writer introduces him/her self and explains how, when and where s/he learned of the position).
2. Apply for/express interest in the position.
3. State why s/he should be selected from amongst all other applicants and prepares the reader for the coming supporting information.

Here are three examples of such a paragraph as written by three of the researcher’s engineering students in response to internship ads 1, 2 and 3, respectively (see appendix):

Example 1:

*Dear Mrs. George,
Greetings, and hope this email finds you well.
I am **Student’s Name**, a second year chemical engineering student at **University Name** in the United Arab Emirates. I am writing to express my interest in the chemical engineering internship position advertised on your company’s website in March 2015. I believe I have the knowledge, skills and experience that make me a strong candidate for this position.*

Example 2

*Dear Sir/ Madam,
I am **Student’s Name**, a third year electrical engineer from **University Name**. I am applying for the internship position advertised on your website on the 2nd of May 2015. I think I am a suitable candidate for the position of Electrical/Electronics Engineer due to the reasons stated below.*

Example 3

*Dear Sir/Madam,
I hope this letter finds you well,
As a third-year Computer Engineering student at the **University Name**, Sharjah, UAE. I am writing this letter to apply to your internship advertisement posted on your website on 1/19/2018 with the Job ID of 1018308. I am interested in the position of HPE college intern for 6 months. I believe I am qualified for this position as detailed below.*



6.2.2 The education paragraph

Grice's Maxims of Quality and Relation are of great relevance here, too. That is, everything said should be supported by adequate evidence, and the whole paragraph should stay on the theme of education. This paragraph covers the following:

1. Provide educational information about number of completed credit hours and Grade Point Average (GPA).
2. List some of the completed engineering courses to give evidence of knowledge required in the internship ad.
3. State how the knowledge acquired from these courses aligns with the company requirements. This requires applicants to carry out a company search to know about the company's current activities and projects.

Here are three examples of such a paragraph as written by three of my engineering students in response to internship ads 1, 2 and 3, respectively (see appendix):

Example 1:

As an undergraduate, I have balanced a rigorous course load and many extra-curricular activities that have allowed me to enhance my skills relevant to this role. Specific to my degree, I have studied courses such as Fluid Mechanics, Thermodynamics, Organic Chemistry, and Engineering Economy. These courses have provided me with the knowledge required to fulfill this role and positively contribute to Cardinal Health's vision of improving the cost-effectiveness of healthcare. In terms of my computer skills, I have completed a course titled 'Computer Methods in Chemical Engineering' which familiarized me with the use of chemical engineering programs such as HYSYS and MATLAB. In addition, I have well developed my knowledge of financial functions in excel, which will help me carry out any cost analysis required proficiently.

Example 2:

During my 3 years at Name of University, I have studied numerous courses that satisfy the requirements of your company. For instance, I have completed Electronics 2, Electrical Circuits 2 and Control Systems 1. These courses have helped me become highly proficient in MATLAB, Simulink and LabView, and have greatly developed my skills in reading circuit schematics.

Example 3

As an undergraduate student at University Name, I have completed the courses that would make me eligible for this internship, such as: Microcontrollers and Computer Networks. In those courses, I have learned how to work with different microprocessors and adjust to them quickly through various projects. Moreover, I have learned different programming languages to help me program different hardware components.

It should be noted here that all these paragraphs start with key words (i.e., during my 3 years at university, etc.) which signal the thematic focus of the paragraph. Furthermore, indentations of first sentence could be used to further indicate the transition from one theme into another.

6.2.3 The experience paragraph

Here again, Grice's Maxim of Quality (Do not say what you believe to be false and Do not say that for which you lack adequate evidence) and Relevance (Make sure that whatever you say is relevant to the theme at hand) apply. Therefore, this paragraph should:

1. List all practical lab experiences relevant to ad requirements and indicate how these dovetail in with company requirements.
2. Mention any previous training pertinent to company requirements and activities.

Here are three examples of such a paragraph as written by three of the researcher's engineering students in response to internship ads 1, 2 and 3, respectively (see appendix):

Example 1:

In terms of my technical experience, I have worked in the Organic Chemistry lab and the regular chemistry lab for a total of 100 hours. Moreover, my hands-on experience as a Grading Teacher's Assistant at my university's Math Department has helped me develop transferrable skills such as problem solving and analytical thinking.

Example 2:

My study at Name of University has given me great hands-on experience in the field of electrical and electronics engineering. For example, I have completed dedicated lab courses Electronics and Electric Circuits, which have given me experience in (i) circuit construction and analysis and (ii) technical report writing. In addition, courses such as Electronics 2 involved very advanced projects, which exposed me to



the wide array of possibilities that can arise with electronic devices such as operational amplifiers.

Example 3

*As far as for my experience, I have worked as a newsletter designer at **University Name** in Spring 2018. I was responsible for creating a design for the all the pages and assembling the content of the newsletter which required great detail analysis.*

6.2.4. The personal attributes paragraph

This paragraph addresses a very much stressed requirement by job advertisers. Thus, IAL writers should:

1. Provide a description of their personal attributes- team worker, creative, problem-solver, cooperative, detail oriented, multicultural, etc. The attributes to be highlighted should be the ones required by the advertising company/entity.
2. Support all of the above with real life situations/examples as evidence of possession of such attributes.

Here are three examples of such a paragraph as written by three of the researcher's engineering students in response to internship ads 1 and 2, respectively (see appendix):

Example 1:

*At a personal level, I believe I am a good team leader, innovative thinker, and problem solver. During my study at **University Name**, I have been part of several teams that have worked on different engineering projects. Such projects have fostered my innovative and analytical thinking skills, and have taught me how to collaborate and communicate effectively in a team. Additionally, I held the role of Head Prefect at my high-school for two consecutive years; dealing with students, fellow prefects, and teachers of different backgrounds has helped me learn to interact effectively across diverse cultures and work in a cross-functional environment. Moreover, my experience as a Special Needs Teacher's Assistant at St. Mary's Catholic High School (U.A.E.) has helped improve my communication skills significantly as I worked extensively with students suffering from attention problems.*

Example 2:

At a personal level I consider myself a problem solver, leader and team worker. For instance, in May 2013, I led a team of 4 engineers in a competition where we had to design a rubber-band helicopter with very

tight constraints. Furthermore, in May 2015, I was part of an Engineering Multi-Disciplinary team that researched into methods of charging a car battery using a piezo-electric crystal.

Example 3:

*From a personal perspective, I see myself as result-oriented, positive, and collaborative person. At **University Name**, I have worked on different projects with close deadlines under great amount of pressure. However, I never had a negative attitude towards it; instead, I always approached them with a positive mind. I also have worked well with different teams in my three years of studies in many projects to achieve the best results within a deadline.*

6.2.5 The closing paragraph (default paragraph)

In this paragraph, Grice's Maxims of Quantity (i.e., Make the strongest statement you can) and Manner (i.e., Avoid obscurity of expression and Avoid ambiguity) apply. Therefore, this paragraph should:

1. Make a strong conclusion stating that the above given information makes you a suitable candidate for the position and request an appointment for an interview to provide more information than that listed on the attached resume.
2. Make explicit reference to the attached resume and any other attached documents.
3. Let the reader(s) know that you are waiting for a reply.

Here are three examples of such a paragraph as written by three of my engineering students in response to internship ads 1 and 2, respectively (see appendix):

Example 1:

More information about my personal attributes and work experience can be found in my enclosed resume. I am happy to share more about myself during the interview.

Looking forward to hearing from you.

Best Regards,

Name of Student and Mobile Phone Number

Example 2:

In addition to the information given here, and my attached CV, more information will be given in the interview.

Looking forward to your reply.

Yours Sincerely,

Student's Name

**Example 3:**

I am looking forward to giving you information in the interview about my enclosed CV.

Sincerely,

Student's Name

7. GENERAL WRITING TIPS BASED ON STUDENTS' EARLY WRITING ATTEMPTS

Based on the aforementioned details and supporting examples, students are fast in learning and acquiring the basics of writing reasonable IALs, especially when guided and shown how to do so. This, the researcher believes, will instill lifelong learning in them and help them abundantly when the time comes for them to apply for full time jobs. However, students should also be advised to:

1. Exhibit confidence in writing the letter:

They should be advised against the use of conditional 'if' or begging. Examples are:

-If you like my qualifications, ...

- I desperately need to finish this internship to be able to proceed with my study.

2. Support any claims made in the body of the letter.

3. Make reference to attached resume and relate statements made in the letter to resume contents.

4. Show knowledge of company's activities and how they can contribute to these.

5. Use transitional expressions to make the move from one paragraph to another. Some of these are:

- As far as my education is concerned, ...

- At a personal level, ...

- As regards my practical experience, ...

- In a nutshell, ...

6. Cite the personal attributes required by the advertising company and think of support examples for these attributes (for more details on this issue, see EL-Sakran and Prescott, 2017)

7. CONCLUSION

Although the students' produced letters are not absolutely perfect, following the above guidelines has helped students produce strong and appropriate IALs. These same procedures could also be used to guide in the writing of applications for full time jobs since there is also evidence that even experienced employees in search of better jobs still face challenges in writing customized job application letters (David, 2017). To conclude, the author proposes the following activities

for use in the teaching of writing IALs to engineering students. Such tasks should also help to educate teachers in the area of professional communication since there is a pressing challenge for ensuring that education and training systems deliver the right skills for employment, are more inclusive and operate with greater efficiency (Conrad and Newberry, 2011).

Activity 1: Highlighting Activity

In this type of activity, students may be presented with exemplary samples of internship letters and be asked to identify and label the moves that they contain, guided by the lexical and linguistic features of each move, by using a highlighter pen. Alternatively, students may be given scrambled letters and be requested to re-order them correctly.

Activity 2: Writing

In this type of activity, students are presented with authentic internship letters and copies of the internship ads they were written in response to and be asked to match the contents of these letters with the requirements of the ads. In addition to this, students may be given letters from which a certain move is missing and be called upon to supply the missing information.

The analysis and teaching procedures reported on in this research could be tested with other students to verify their applicability and usefulness. Other researchers may investigate the transferability of skills (EL-Sakran, Ahmed, EL-Sakran (2017)) acquired from this training to other situations, where learners need to write full time employment letters.

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Appendix

Sample Engineering Internship Ads

Engineering Internship Ad 1:

Link to Internship Advertisement: [http://graduateland.com/job/5883043/14/engineering-summer-internship-2015\(expired\)](http://graduateland.com/job/5883043/14/engineering-summer-internship-2015(expired))

JOB TITLE: Engineering Summer Internship (2015)

Headquartered in Dublin, Ohio, Cardinal Health, Inc. (NYSE: CAH) is a \$91 billion health care services company that improves the cost-effectiveness of health care. As the business behind health care, Cardinal Health helps pharmacies, hospitals, ambulatory surgery centers, clinical laboratories and physician offices focus on patient care while reducing costs, enhancing efficiency and improving quality. Cardinal Health is an essential link in the health care supply chain, providing pharmaceuticals and medical products and services to more than 100,000 locations each day and is also the industry-leading direct-to-home medical supplies distributor. The company is a leading manufacturer of medical and surgical products, including gloves, surgical apparel and fluid management products. In addition, the company operates the nation's largest network of radio-pharmacies that dispense products to aid in the early diagnosis and treatment of disease. Ranked #22 on the Fortune 500, Cardinal Health employs 34,000 people worldwide.

Location – Waukegan, Illinois

Start Date - May/June 2015

Hours - The summer program is a full-time internship, approximately 40 hours per week for approximately 10-12 weeks. All Cardinal Health internships are paid internships.

The Summer Internship Program allows students the opportunity to work on meaningful and exciting projects that will give them the hands-on experience they need to build a solid foundation for their future. As an intern, students will have the opportunity to participate in a formalized program, designed to increase knowledge of Cardinal Health and the



healthcare industry as well as develop essential leadership skills. Interns will be given the opportunity to explore different career paths and interview for full-time roles upon successful completion of the program.

Why Choose the Cardinal Health Summer Internship Program?

Experience: Interns work with other Cardinal Health professionals on their team, as well as business partners, customers and vendors on substantial projects in addition to daily work. To enhance leadership skills, each intern also participates on a planning committee. At the end of the summer, each intern has the opportunity to showcase their work in a presentation to business leaders.

Networking: Interns have the opportunity to learn from key business leaders through the “Executive Speaker Series.” They also have the opportunity to network with other professionals through both formal and informal networking events.

Development: Interns participate in a formal one-on-one mentoring program, as well as professional workshops to enhance their business acumen. They are also able to explore full time career paths throughout their internship experience.

Camaraderie: The internship program offers various social, teambuilding, community service events, as well as tours to help interns build a solid network of peers.

As an **Engineering Intern**, you could potentially support the organization in several of the following ways:

- Demonstrate working knowledge of scientific principles
- Demonstrate a disciplined experimental approach to solving problems
- Perform tests, analyze and solve technical problems with guidance
- Interface with product teams, contribute ideas, take action and ensure follow-up accordingly
- Experience projects at various stages of development including initial planning to product release
- Assist with engineering analysis, product design, product testing and establish test methodology
- Work in a cross-functional environment, interact with individuals from marketing, sales, manufacturing, packaging, regulatory, quality and legal
- Assist with the definition and verification of customer requirements for new products and product maintenance
- Accountabilities in this role:
 - Ability to communicate clearly, concisely and persuasively
 - Strong quality and results orientation with a proactive approach
 - Ability to interact effectively at all levels and across diverse cultures
 - Ability to work independently with moderate level of direction
 - Ability to follow Standard Operating Procedures for testing protocols, recommend improvements as relevant works in compliance with all regulatory standards including EHS, cGMP, applicable FDA, and internal policies and interpretations of the above as required.
- Qualifications:
 - Cardinal Health primarily recruits current, full-time students who meet the following criteria:
 - Progression toward a bachelor's degree in Mechanical, Biomedical, Materials or Chemical Engineering
 - Recommended GPA of 3.0 or above on a 4.0 scale
 - Relevant coursework and/or projects
 - Previous internship experience preferred, but not required
 - Strong leadership, communication and analytical skills
 - Established work ethic and ambition
 - Process and results orientation
 - Extensive community service and/or extracurricular activities
 - Must be authorized to work in the United States; Cardinal Health will not sponsor students for work visas or other employment authorization
 - *If you are offered a position and you accept that position, the offer is contingent upon the satisfactory completion of a drug test, completion of a background investigation, and demonstrated evidence that you are eligible to work for any employer in the United States.

All applications will be reviewed and the most qualified candidates will be contacted for an interview. In order to be considered, students must also visit Cardinal Health’s website (www.cardinalhealth.com/college) and apply for the Summer Internship Program.



To learn more about Cardinal Health and the Internship Program visit us
atcardinalhealth.com/college or facebook.com/cardinalhealthcollege

Engineering Internship Ad 2

Description

We have an urgent requirement with one of our clients for an Electrical/ Electronics Engineer – Intern.

*** Pay Rate: \$15 - \$22/hr (depending on experience)

Job Description:

- The intern will be assigned to senior team leads to support NPI projects.
- Support general lab activities
- Design, build and maintain test bench for the following projects: Engine Simulator, Automaskin Control System, Panel Test Racks, CAT Three60, and CAT PODs
- May have opportunities to develop test plans and software validation.
- May have opportunities to investigate and initiate Continuous Product Improvements (Quality) projects

Requirements

Required Skills:

- Training to be an Electrical Engineering
- Trained to use MATLAB, Simulink, LabView
- Familiarity reading electrical schematics
- Experience writing test plans
- Microsoft Word, Excel, PowerPoint
- Driver's License
- Excellent communication skills

Company Facts:

- I. Amerit is a SDVOB (Service Disabled Veteran Owned Business) and a California DVBE (Disabled Veteran Business Enterprise).
- II. Amerit's SDVOB status means all our clients receive 100% supplier diversity credit for the services we provide.
- III. Amerit provides contingent staffing services, with contractors in positions across the United States, and services delivered via multiple units. Approximately 90% of our current service model is comprised of contingent staffing, with the remaining 10% coming from consulting services.
- IV. The Amerit Group has grown annual sales every year since 2005 and is financially stable, with the majority of this growth coming from contingent staffing services and business process outsourcing. Amerit is profitable, and financially very stable and healthy, with the capacity to support substantial growth.

Social Responsibility

Amerit is actively involved with a number of DVBE and diversity organizations.

Gary Herbold, Amerit's President, is currently the President of the California DVBE Alliance (Disabled Veteran Business Enterprise) and has served as President of the Central Valley DVBE Network in Sacramento from 2004 to 2007.

In addition, Gary is the Co-Chair of the California Department of Veteran Affairs (CDVA) DVBE Advisory Council and works closely with Co-Chairperson Ted Puntillo, Deputy Secretary, Veterans Services, within the disabled veteran community in training and mentorship capacities.



Amerit just completed serving as a mentor with the AT&T Operation Hand Salute (OHS) year-long initiative, launched May, 2010. OHS served to mentor a select group of DVBEs toward improving their business operations and enhancing their ability to win corporate contracts. Amerit is proud to have been a mentor on the task force comprised of fellow DVBE mentors, industry experts, and community members.

Graduation ceremonies for the first group of DVBE Mentees was on May 26, 2011 and Amerit received special Congressional Recognition from Congressman McNerney for their participation as a Mentor.

Our sister company, Zempleo, is a certified MBE through the Central and Southwest Texas MBC, and was just nominated for Corporate Plus Certification from the National Minority Supplier Development Council.

Amerit has a relationship with the Northern California Supplier Development Council, utilizing several certified MBE's for the procurement of goods and services.

Amerit actively engages with Women in Technology and the Society of Human Resource Management.

Amerit advertises in the diverse publications that cater to specific cultural groups and organizations with diverse audiences.

Engineering Internship Ad 3

HPE College Internship

Job ID 1018308

Date posted 1/19/2018

Primary Location Dubai, Dubai, United Arab Emirates

Job Category Administration, Graduate programs and Internships

Schedule Full time

Shift No shift premium (United Arab Emirates)

Hewlett Packard Enterprise is an industry leading Technology Company that enables customers to go further, faster. With the industry's most comprehensive portfolio, spanning the cloud to the data center to workplace applications, our technology and services help customers around the world make IT more efficient, more productive and more secure.

Learning does not only happen through training. Relationships are among the most powerful ways for people to learn and grow, and this is part of our HPE culture. In addition to working alongside talented colleagues, you will have many opportunities to learn through coaching and stretch assignment opportunities. You'll be guided by feedback and support to accelerate your learning and maximize your knowledge.

Our Internship Program

Hewlett Packard Enterprise offers university students the opportunity to join a leading IT company and gain invaluable experience through our Internship Program (6-12 months). Hewlett Packard Enterprise offers you a highly dynamic, fast-paced, professional working environment and the chance to develop the skills you have gained at university in a real business environment. During your internship you will not only apply these skills in the IT industry, but also acquire a range of abilities to contribute to the business whilst working alongside industry professionals.



Interns @HPE could also benefit from:

- Having an assigned local Buddy to help and support you during the program's duration
- Chance to participate in projects sponsored by senior leaders
- Access to various trainings
- Opportunity to establish and develop professional network in the company
- Flexible working hours 4/6/8 per week
- Competitive stipend

What are we looking for?

We're looking for high achievers who are still enrolled fulltime at university pursuing a Bachelor/Master degree in IT related majors such as: **Computer Engineering, Computer Science, Information Technology, Information Systems** or any other **IT or Business related major**

In addition to the above, we are looking for the following qualifications:

- Language skills: Advanced level of written and spoken English
- Interpersonal skills: The ability to work well with people
- Flexibility: Capable of adjusting to rapid change
- Team player: Willing to be a collaborative and reliable team member
- Analytical abilities: Possessing an eye for detail
- Communication: Having the ability to communicate clearly and confidently in an international environment
- Commitment: The dedication to achieve goals and being result-oriented
- Personality: Possessing an attitude fueled with positive-thinking

Hewlett Packard Enterprise is EEO F/M/Protected
Veteran/ Individual with Disabilities.
APPLY NOW

ⁱ The author would like to thank the two anonymous reviewers for their constructive comments and feedback on an earlier draft of this paper.

ⁱⁱ Names of students are removed for confidentiality reasons.