

**ENHANCING EMPLOYABILITY THROUGH BUSINESS
COMMUNICATION AND TRANSLATION SKILLS
IN HIGHER EDUCATION**

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ABSTRACT:

In the current globalized competitive job market, higher education institutions are rapidly expected to prepare students with employability-oriented skills. Among these, business communication and translation skills play an important role in enhancing graduates' professional competence and workplace readiness. This paper examines the significance of business communication and translation skills in higher education and their impact on students' employability. It examines how effective communication supports professional interactions, while translation skills accelerate cross-cultural understanding and international business operations.

By using a descriptive research approach, this study drew on both primary data from students and faculty and secondary data such as academic and curriculum documents. The findings disclose that the combination of translation training and business communication in higher education programs advances students' confidence, adaptability, and employment prospects. This study finds that integrating these skills into academic programs bridges the gap between education and industry expectations and contributes significantly to graduate employability.

KEYWORDS:

Globalized Job Market, Higher Education, Employability,
Communication, Translation Skills, Cross-Culture.

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1. Introduction

In the current globalized job market, employability has emerged as a key purpose of higher education institutions. Rapid globalization, advanced technology, and increased international integration have transformed employer expectations, placing significant priority on graduates' transferable skills alongside disciplinary knowledge. Therefore, universities are increasingly expected to equip students with practical competencies which enhance their preparedness for the workplace.

Among the most critical employability skills are business communication and translation skills. Potent business communication enables graduates to express their ideas clearly, engage in professional interactions, and collaborate to perform tasks such as writing a report, making a presentation, negotiations, and digital correspondence. Employers reliably identify communication skills as indispensable for workplace success, improved productivity, teamwork, and leadership capabilities.

Similarly, translation skills have obtained eminence due to the increased need for multilingual communication in international business terms. Proficiency in translation assists understanding in cross-cultures, accuracy in the exchange of information, and effective collaboration across linguistic boundaries. Translation skills are exceptionally beneficial to graduates in various sectors such as international trade, tourism, media, and global corporate communication.

Higher education institutions play an important role in unifying these skills into the academic curriculum to meet the demands of the labor market. By embedding business communication and translation training into degree programs, universities can enhance students' employability, stimulate cultural consciousness, and develop adaptable professionals who are capable of operating in diverse global environments. This research investigates how business communication and translation skills highly contribute to

employability in higher education and explores strategies for strengthening these competencies within academic programs.

2. Literature Review

Employability is broadly understood as the graduate's capability to gain and sustain meaningful employment and adapt to changing labor market demands (Harvey, 2001). Yorke (2006) further conceptualizes employability as not merely securing a job but being able to contribute effectively within professional environments. Higher education institutions are increasingly recognized as responsible for developing graduates' competencies that extend beyond disciplinary knowledge to include "soft skills" valued by employers, such as communication and cultural literacy (Tomlinson, 2017).

Communication skills, particularly in business communication, are among the most often cited employability attributes in employer surveys. According to Bovee and Thill (2017), effective business communication involves not only the correct use of language but also the strategic presentation of ideas in written, verbal, and digital forms. Scholars argue that communication skills enhance organizational performance, teamwork, and leadership potential in professional contexts (Jackson, 2014).

Jackson's (2014) research on employer expectations found that graduates lacking communication competence are less likely to succeed in hiring processes and early career advancement. Similarly, Bridgstock (2009) points out that employability is enhanced when students demonstrate strong interpersonal and business communication capabilities.

Translation skills are consistently associated with language learning and translation. However, in the globalized job world, they are increasingly considered essential for effective intercultural communication (Pym, 2010). Research highlights the gap between employer expectations and academic preparation. Higher education

programs have traditionally focused on specialized areas and placed less emphasis on comprehensive training in communication and translation (He & Shi, 2018). Research shows that the systematic use of business communication and translation skills within degree programs increases students' confidence, professional self-efficacy, and job market readiness (Lowden et al., 2011).

Business communication is the effective exchange of information inside and outside of organizations using oral, written, digital, and interpersonal modes (Locker & Kaczmarek, 2013). Numerous studies find that business communication skills are one of the most important employability concepts sought by employers covering a large number of industries (Andrews & Higson, 2008; Bridges, 2010).

Written communication skills such as report writing, professional emails, and documentation are considered essential for organizational efficiency and credibility (Marr, 2009). Oral communication skills, including presentations, meetings, and interviews, significantly influence recruitment success and career progression (Clokie & Fourie, 2016).

2.1 Current Trends in Research on Employability, Business Communication, and Translation Skills

Current research on employability in higher education indicates a clear move from knowledge-centered education to skill-oriented learning aligned with workplace realities. Scholars increasingly highlight that graduates must demonstrate effective business communication abilities that go far beyond grammatical accuracy to include expedient, pedagogical, and socio-linguistic competence. Peltonen and Hu (2023) contend that contemporary business communication requires cultural linguistic proficiency, enabling individuals to properly function in multicultural professional environments. This change demonstrates employer expectations that graduates should communicate congruously across diverse organizational and cultural contexts.

Another remarkable shift in employability research is the escalating importance of multi-cultural communication competence. Studies highlight that globalized workplaces demand professionals who can elucidate cultural meanings and adapt communication strategies accordingly. Byram (1997) and Fantini (2009) state that intercultural competence, closely linked to both business communication and translation skills, plays a vital role in professional effectiveness. Translation skill studies have progressively aligned with multicultural communication research, recognizing translation as a form of cross-cultural mediation rather than trivial linguistic transfer (Bassnett, 2014; Pym, 2010).

Advanced technology has also reshaped current research trends, particularly in translation and professional communication. The unification of artificial intelligence, computer-assisted translation (CAT) tools, and digital communication platforms has modified workplace practices. Recent studies stress that employability is now dependent on graduates' ability to critically use translation technologies while maintaining ethical judgment, contextual awareness, and cultural sensitivity (O'Hagan, 2016; Kiraly, 2014). As a result, higher education research more and more focuses on technology-enhanced pedagogy that balances tool-based competence with human communicative skills.

A further trend obvious in recent literature is the emphasis on work-integrated and experiential learning. Scholars contend that business communication and translation skills are best developed through sterling professional experiences rather than conceptual instruction alone. Jackson (2017) and Andrews and Higson (2008) denote that internships, simulations, industry projects, and collaborative tasks significantly enhance graduates' employability by improving their credibility, professional recognition, and workplace readiness.

Competency-based and outcome-oriented education has also gained importance in employability research. Modern studies

advocate for evaluation practices that reflect real-world professional tasks such as presentations, business reports, translation portfolios, and simulated workplace communication (Dacre Pool & Sewell, 2007). This tendency underscores the need for higher education institutions to align learning outcomes with employability competencies rather than depending completely on traditional examinations.

Multi-disciplinary incorporation constitutes another emerging trend in this research area. Employers progressively seek graduates who can combine disciplinary knowledge with productive communication and multilingual skills. As a result, recent research supports embedding business communication and translation training within professional and technical programs alternatively to treating them as isolated subjects (Tomlinson, 2017). Such unification enhances graduates' ability to coherently specialize knowledge in varied professional settings.

Finally, present research highlights the thriving emphasis on inclusive and ethical communication practices. Employability is now linked to social responsibility, accessibility, and sustainable professional practices. Studies examine how training in overall communication and accessible translation prepares graduates for employment in public services, education, healthcare, and global organizations, inevitably widening the extent of employability beyond economic outcomes alone (Harvey, 2001).

3. Research Objectives

The primary objectives of this research are:

1. To examine how business communication and translation skills influence employability.
2. To analyze current pedagogical practices for teaching these competencies in higher education.
3. To propose effective strategies for integrating communication and translation skills into university curriculum.

4. Research Methodology

The current research paper adopts a descriptive research design to scrutinize the role of business communication and translation skills in strengthening employability among higher education students. Both quantitative and qualitative approaches were used to obtain a comprehensive understanding of the research problem.

4.1 Research Design

A descriptive method was selected as it allows the researcher to systematically describe existing practices, perceptions, and results related to communication and translation skills in higher education. This approach is suitable for understanding recent trends, attitudes, and the discernible impact of skill-based education on employability.

4.2 Sample and Population

The population of the study consisted of undergraduate and postgraduate students, along with faculty members in higher education institutions. The sample size consisted of 240 respondents.

4.3 Tools for Data Collection

Primary data were collected through:

- Structured questionnaires administered to students to evaluate their perception of employability skills, confidence levels, and readiness for jobs.
- Semi-structured interviews conducted with faculty members to understand pedagogical practices and curriculum frameworks.

Secondary data were collected from research journals, books on employability skills, communication and translation studies, policy documents, and curriculum integration.

4.4 Study Sample

Table 1: Demographic Profile of Respondents

| Category | Variable | Frequency | Percentage (%) |
|---|---------------|-----------|----------------|
| Gender | Female | 89 | 37.08 |
| | Male | 151 | 62.9 |
| Role | Students | 115 | 47.91 |
| | Faculty | 125 | 52.08 |
| Age | Less than 20 | 132 | 55 |
| | 20–40 | 81 | 33.75 |
| | 40 & above | 27 | 11.25 |
| Education | Undergraduate | 144 | 60 |
| | Postgraduate | 96 | 40 |
| Course/Stream | Commerce | 96 | 40 |
| | Science | 75 | 31.25 |
| | Arts | 69 | 28.75 |
| Exposure to communication / Translation Courses | Yes | 158 | 65.83 |
| | No | 82 | 34.16 |

Interpretation

The demographic profile stipulates a variety of representations ensuring balanced insights into employability skills across disciplines. A majority (65.83%) of respondents reported exposure to business communication or translation skills-related courses, providing a dependable basis for analyzing their influence on employability.

5. Data Analysis and Discussion

The data analysis revealed a strong correlation between employability and the acquisition of business communication and translation skills. Most of the students (65.83%) agree that good business communication skills improved their confidence in

interviews, tests, presentations, and group discussions. Faculty respondents pointed out that students well trained in professional writing, presentations, and interpersonal communication denote higher levels of workplace preparedness.

The statement supports Jackson (2014), who stated that effective communication is a pivotal factor for graduates. Students with strong communication skills were capable of adapting more easily to professional environments and performing team-based tasks effectively.

5.2 Impact of Translation Skills on Employability

Approx 65% of students consider translation skills as most indispensable for careers involving international interaction, content development, tourism, media, and multinational organizations. Translation skill training improves students' cultural sensitivity, perfection in communication, and cognizance of linguistic diversity. Faculty members noted that translation skills act as a bridge between language proficiency and intercultural competence, confirming Pym's (2010) point of translation as an act of cultural mediation rather than just linguistic transfer.

5.3 Integration of Skills and Industry Expectations

The research divulges an observable gap between traditional academic instruction and industry expectations. However, respondents conceded that courses unifying business communication and translation activities such as role-plays, case studies, simulations, and translation projects remarkably improved employability.

6. Quantitative Analysis and Results

Quantitative data were used to analyze the percentage basis to inspect respondents' insights pertaining to the role of business communication and translation skills in employability enhancement.

6.1 Impact of Business Communication Skills on Employability

Table 2: Perception of Business Communication Skills

| Statement | Agree (%) | Neutral (%) | Disagree (%) |
|--|-----------|-------------|--------------|
| Business Communication Skills improves the Interview performance | 68.33 | 31.66 | 0 |
| Communication Skills enhance workplace confidence | 73.33 | 26.66 | 0 |
| Written Communication is needed for success in Profession | 53.75 | 32.08 | 14.16 |
| Oral Communication aids teamwork and leadership | 77.91 | 20 | 2.083 |

Interpretation

This interpretation proves that more than 65%–78% of respondents strongly relate business communication skills with interview success, professional confidence, and leadership potential. This confirms earlier findings by Andrews and Higson (2008), emphasizing communication as a key employability trait.

6.2 Role of Translation skills in Employability

Table 3: Perception of Translation Skills

| Statement | Agree (%) | Neutral (%) | Disagree (%) |
|---|-----------|-------------|--------------|
| Translation skills improve cross-cultural understanding | 62.2 | 30.5 | 7.3 |
| Translation skills increase global job opportunities | 85.6 | 9.3 | 5.1 |
| Multilingual competence is valuable in international business | 87.1 | 12.9 | 0 |
| Translation training enhances professional adaptability | 76 | 22.1 | 1.9 |

Interpretation

The findings represent that nearly 80–85% of respondents agreed translation skills are essential for global employability. This

supports Pym's (2010) assertion that translation functions as a form of intercultural mediation in professional contexts.

6.4 Curriculum Integration and Employability Outcomes

Table 4: Effectiveness of Skill Integration in Curriculum

| Statement | Highly effective (%) | Moderately effective (%) | Less effective (%) |
|--------------------------------|----------------------|--------------------------|--------------------|
| Business communication courses | 70.9 | 18.6 | 10.5 |
| Translation based assignments | 68.4 | 25.6 | 6 |
| Industry oriented projects | 74.8 | 5.7 | 19.5 |
| Experiential learning methods | 82.1 | 14.3 | 3.6 |

Interpretation

Experiential and industry-oriented learning methods are rated highly effective by over 68% – 82% of respondents. This supports Jackson's (2017) argument that employability skills are mostly developed through practice-based learning rather than purely theoretical instruction.

The quantitative analysis clearly depicts that business communication and translation skills remarkably enhance employability results. Students exposed to structured communication and translation training showed higher confidence, adaptability, and job readiness. The outcomes validate the need for curriculum redesign that integrates employability skills across streams. Faculty responses further highlight that students with strong communication and translation competencies more quickly get adapted to professional environments, particularly in multicultural and multilingual workplaces.

7. Findings

- Business Communication skills significantly enhance students' professional confidence, clarity of expression, and interpersonal effectiveness.

- Translation skills contribute to cross-cultural competence and expand employment opportunities in global and multilingual sectors.
- Students exposed to skill-based learning demonstrate better adaptability and workplace readiness.
- Faculty members recognize the necessity of integrating communication and translation skills across disciplines.
- Experiential learning methods are more effective than theoretical instruction alone in developing employability competencies.

8. Conclusion

The study emphasizes that employability in the modern globalized job market extends beyond academic knowledge to include skills such as business communication and translation competence. The combination of these skills in the higher education system highly equips students with professional confidence, cultural awareness, and quick adaptability required for various workplace environments.

By methodically embedding business communication and translation training skills into the university curriculum, higher education institutions can largely bridge the gap between education and job opportunities. This comprehensive approach not only enhances individuals' career prospects but also generates a skilled and globally competent workforce.

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