

Analysis of Problem of Employment and Corresponding Solutions for English Major Undergraduates--Taking “Double First-Class” Universities in Jiangsu as an Example

Jingyi Lu

School of Foreign Languages and Cultures, Nanjing Normal University, Jiangsu 210000, China
jingyilu4869@gmail.com

Abstract. At present, against the backdrop of increasing employment pressure in China, the data released by the Ministry of Education shows that the English major has been regarded as a dead-end major for many years, and the employment prospect of English major undergraduates is not good. The research method adopted by this study is a combination of questionnaires and interviews, and the research subjects of this study are English major undergraduates from “double first-class” universities in Jiangsu province. This study draws three conclusions. First, the low employment among English majors is partly due to English major undergraduates’ own drawbacks and limitations. Second, external reasons also to a certain extent contribute to the employment difficulty of English major undergraduates. Third, alleviating the low employment rate of English undergraduates requires the joint effort of English major students themselves, schools, and society. This study is based on the analysis of the reasons for the employment difficulties of English major undergraduates and is committed to providing effective measures to alleviate the problems.

Keywords: English major undergraduates; internship and employment; career planning; ability cultivation.

1. Introduction

English major undergraduates often find it difficult to seek employment after graduation. They find that the number of English-related available job vacancies in the job market is relatively small, and they lack professional knowledge or skills other than English skills to increase their chances of being hired. In recent years, more and more colleges and universities are offering English majors and the college and university enrollment is expanding, the number of English major undergraduates is significant. According to the data released by the Ministry of Education, 932 out of 1,270 colleges and universities across the country offer English majors, with an opening rate of 73.39%.[1] This exacerbates the pressure of competition when English major undergraduates are seeking jobs. In addition, as the number of graduate students and doctoral students is rising and students of other majors are demonstrating increasingly better English skills, English major undergraduates are facing considerable challenges. With the development of science and technology, especially artificial intelligence, English major undergraduates’ channel of employment is further narrowed. Helping a large number of English major undergraduates seek jobs is a significant part of reducing the overall unemployment rate in society. The higher employment rate of English major undergraduates means that students can obtain a salary to sustain their livelihood and that they can also realize their social value; it is also beneficial to the country, as it would be able to have more available labor, to create more social wealth, and to alleviate the overall social unemployment. All of this is conducive to building a harmonious society. To date, there are only some general studies on the employment problems of undergraduates as a whole, but there are still few studies specially focusing on the employment problems of English major undergraduates. By adopting both qualitative and quantitative analysis, this study is committed to providing some effective employment suggestions for English major undergraduates.

2. Presentation of the Problem

At present, although English major undergraduates from “double first-class” universities have excellent English skills, their employment prospects are gloomy, and the employment channels are narrow. Figure 1 is based on the results of the questionnaire, revealing that only 13.68% of the respondents think that the employment prospects of English majors are good, while only 1.71% of the respondents choose “very good” to describe the employment prospects of English majors.

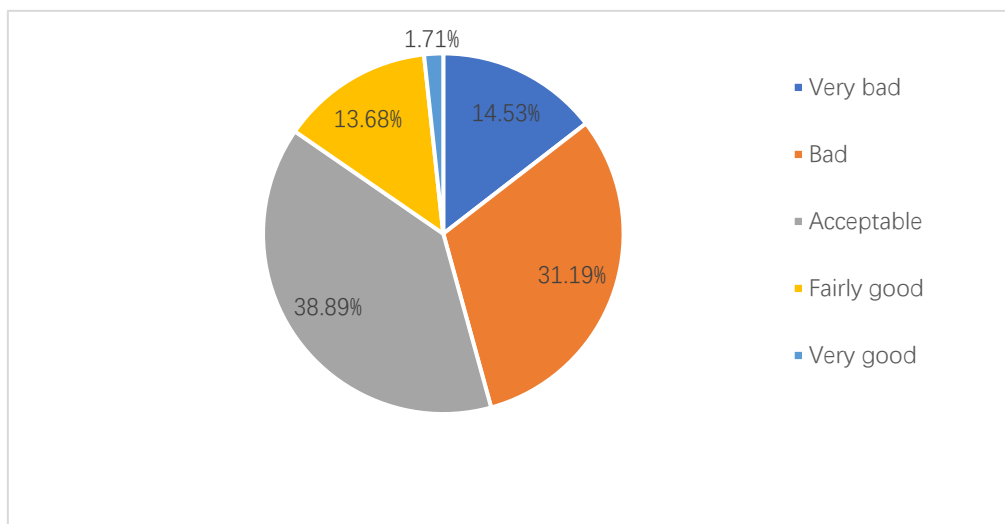


Fig. 1. English major undergraduates’ attitudes toward the employment prospects of English majors

In these “double first-class” universities, more than half of the students choose to further their education and gain a master’s degree. Take a 211 university in Nanjing as an example. As shown in Figure 2, among the English major students of class 2020 to 2022 from this university, 23.08% of them have gone abroad or to Hong Kong, Macau, and Taiwan to pursue further study; 30.77% of them have gone to a graduate school in mainland China; the overall percentage of those who go to graduate schools is as high as 53.85%. Mr. A from the School of Foreign Languages and Cultures of this university said, “In the future, as the pandemic is gradually getting under control, more and more students will go abroad to study at graduate schools.” As is shown in Figure 3, among the students who have gone to graduate school in mainland China, 18.18% go to C7 universities; 18.18% go to 985 universities; and 59.09% go to 211 universities, which shows that most of the students can get admitted into prestigious mainland graduate schools.

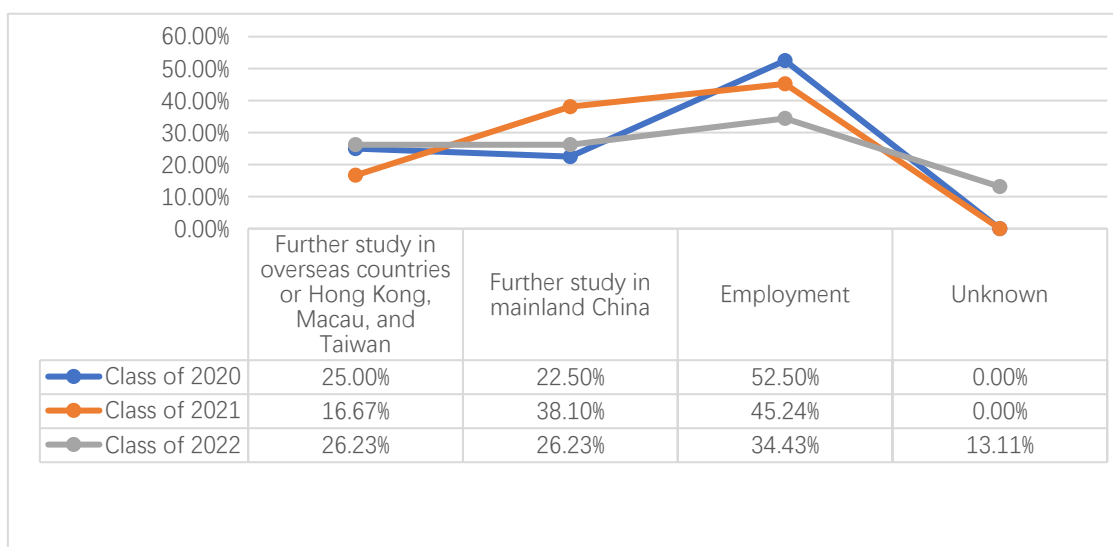


Fig. 2. Information on the English major students of the Class of 2020, 2021, and 2022 at a 211 university in Nanjing

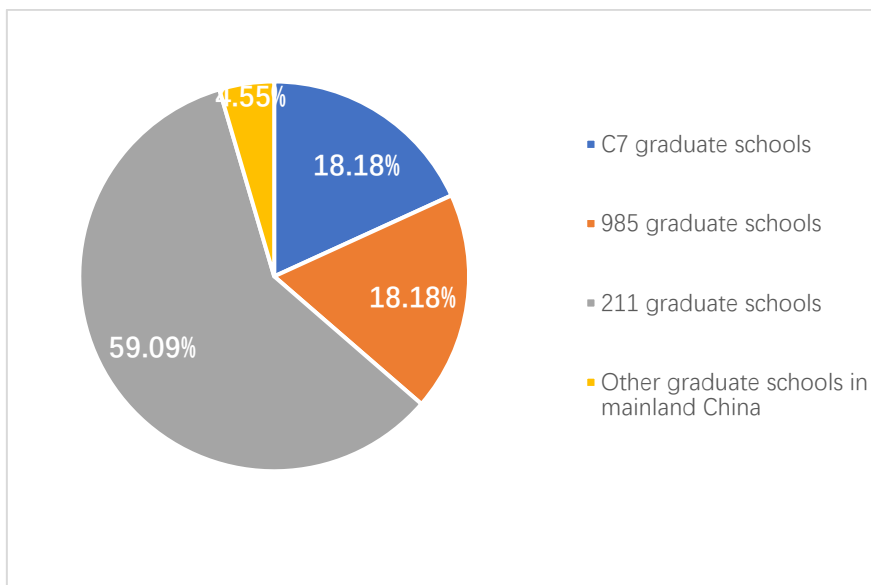


Fig. 3. Information on the English major students of the Class of 2020, 2021, and 2022 at a 211 university in Nanjing

On the whole, according to Figure 4, only 27.27% of the students in this school have successfully found work that requires English-related skills after graduation: 4.20% of them enter enterprises for English-related jobs; 6.29% of them are engaged in the service industry, scientific research, cultural work, and media work, which are also related to English major; 16.78% of them are engaged in English education.

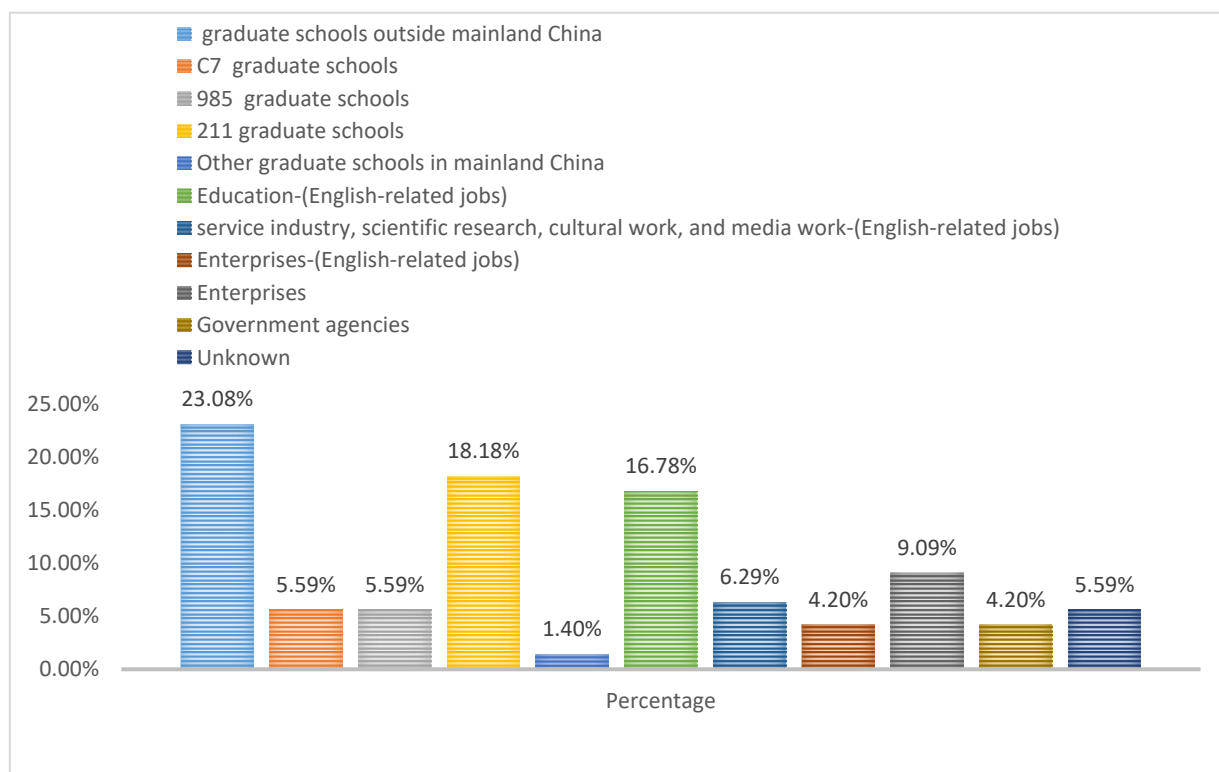


Fig. 4. Information on the English major students of the class of 2020, 2021, and 2022 at a 211 university in Nanjing (specific)

To ease the employment difficulty of English major undergraduates, this study distributed 264 questionnaires and collected 234 valid questionnaires; it also conducted interviews with 14 interviewees, among whom 8 are English major undergraduates from different grades and different “double first-class” universities in Jiangsu province; 3 are professors of specialized courses; 2 are

counselor teachers; 1 is a teacher of the Employment Office. The information of the interviewees can be seen in Table 1.

Table 1. Basic information of the interviewees

	Name	Gender	Profession
1	Teacher A	Male	Teacher from the Employment Office
2	Teacher B	Female	Tutor
3	Teacher C	Female	Tutor
4	Teacher D	Male	Professor
5	Teacher E	Female	Professor
6	Teacher F	Female	Professor
7	Student A	Female	English major undergraduate
8	Student B	Male	English major undergraduate

By analyzing the questionnaire data and interview results, this study identifies the main causes of the problem. Based on these causes, this study proposes a series of solutions to solve the problem at the student level, university level, and society level to alleviate the employment difficulty of English major undergraduates.

By analyzing the results of the questionnaire, this study finds that only 17.95% of the respondents plan to seek jobs after graduation, and only 10.68% of them choose to work in English-related areas. As high as 63.25% of the respondents plan to pursue further education in graduate schools, and 44.88% of the respondents choose to continue to study English-related majors in graduate schools. All eight students in the interview said that they planned to continue their studies after obtaining a bachelor's degree.

According to the questionnaire, interviews, and the data offered by the aforementioned university, such a trend can be described that more than half of the English major undergraduates choose to further their education rather than seek employment immediately after graduation, and in the future, the number of students who choose to go to graduate schools will be on the rise, but the number of students who work and further study in English-related fields is relatively small.

3. Reason Analysis

3.1. Analysis of Internal Reasons

There are four main internal reasons accounting for the employment difficulties of English major undergraduates.

First, Tutor B, the interviewee, said, "It is untrue that English major undergraduates can't find a job. In fact, their standard for the ideal job is too high. Some jobs are available to them but they are unwilling to choose." Meanwhile, the results of the questionnaire also show that 65.38% of the respondents' first priority when choosing a job is salary. Such a conclusion can be drawn that some students tend to choose jobs with higher salaries, and therefore reject jobs that have vacancies but do not meet their salary expectations. They expect to find a job with a high salary right after graduation, which is unrealistic in today's society.[2]

Second, respondent Mr. A said, "English major undergraduates tend to focus their attention on becoming English teachers in public schools and entering foreign companies while ignoring the many other possibilities. Such employment view largely limits their choices." Meanwhile, the questionnaire also shows that only 17.52% of the respondents believe that English majors can enter the manufacturing industry, and only 29.49% think that English majors can do scientific research and enter the high-tech service industry. The first and second-ranked ideal workplaces are large foreign enterprises and public schools respectively. Six out of the eight students interviewed plan to become English teachers in the future.

Third, based on the analysis of the current status quo and the viewpoints of interviewee Mr. C, limitations of English majors undergraduates' own capabilities to a certain extent make it difficult for them to stand out in the job market. The main problem lies in the fact that many English major undergraduates focus on training in basic English language skills, such as listening, writing, and reading while neglecting the cultivation of other skills. A professor from Beijing Foreign Studies University visited some key state departments in 2016 to collect feedback from different departments on the employment of English major undergraduates in colleges and universities. People from these departments unanimously mentioned that "the undergraduates' English language skills are not bad, but they obviously lack professional skills other than the English language skills, including the skills that are crucial in international interactions." [3] At present, some English major undergraduates lack the knowledge and professional skills of other disciplines, such as expertise in business administration, law, computer technology, and so on. They also lack career competence, such as the ability to communicate with people in the workplace, organize files, and do paperwork. According to the questionnaire, only 20.12% of the respondents study a minor or apply for a second major; only 1.71% of the students are very satisfied with their career competence; 13.68% of the students are fairly satisfied with their career competence.

Fourth, based on the interviews, some students did not think thoroughly when choosing majors after the college entrance examination. Interviewee Ms. E said, "Some students hardly consider the employment prospect when choosing majors. They didn't take time to deliberate whether their interest in the major is strong enough to drive them to do further study and dive into deep academic research."

3.2. Analysis of External Reasons

There are four main external reasons for the employment difficulties confronting English major undergraduates.

First, English major undergraduates are at a disadvantage when competing with master's and doctorate degree holders for jobs. With the implementation of policies such as the expansion of undergraduate enrollment, university education is to some extent "devalued". More and more undergraduates choose to study further for a master's or even a doctorate degree after graduation. According to the questionnaire, 67.52% of the respondents believe that the devaluation of higher education and an increasing number of graduate and doctoral students make it difficult for them to stand out in the job market and get employed. As is mentioned earlier, the data from the university surveyed show that more than 50% of the students of the class of 2020 to 2022 apply for a master's degree after graduation. Compared with English major undergraduates, graduate students, and doctoral students have an obvious edge in terms of both English skills and comprehensive abilities such as critical thinking.

Second, in today's society, the number of students who can read, write, and speak English is growing, and they can replace English major undergraduates to do some English-related work. Among the English major undergraduate surveyed in the questionnaire, 79.91% of them said that too many students who have learned English have intensified the competitive pressure. English major is offered in almost all kinds of colleges and universities, and as colleges and universities continue to expand enrollment, the number of English major undergraduates is on the rise. [4] More and more non-English-major students put more effort into improving their English skills. They take IELTS and TOEFL, and some of them can get high scores. In addition, overseas returnees, with mastery of English, have also increased competition when English major undergraduates are seeking English-related jobs.

Thirdly, with the rapid development of technology, such as AI, work that requires English skills has become more replaceable. For example, translation software is constantly being updated with powerful new functions. The translation of certain genres of writing has become as accurate as human translation. The new AR intelligent real-time translation glasses developed by Google in 2022, with translation speed and lexical resources that can hardly be achieved by the human brain, come as a big

blow to English major job-seekers.[5] The development of ChatGPT has also posed a considerable challenge. One of the many features of ChatGPT is its automatic writing ability, which means it can produce high-quality English articles in a short period according to the user's requirements.

Fourth, there are only a small number of job vacancies that require only English skills. 58.97% of the questionnaire respondents believe that the job market has little demand for English majors. Respondent Student A and Student B both said, "A major like English is inherently limited when it comes to job prospects." Interviewee Professor E pointed out, "There are only a handful of jobs that require only an intermediate level of English listening, reading, and writing skills, but there are still a lot of job vacancies that require interdisciplinary talents." Nowadays, the job market is not short of individuals with some basic English skills but needs interdisciplinary talents who can have high English competency, understand the cultural differences between China and the West, as well as have specialized knowledge in various fields.[6] For example, the job market for Foreign-relate Law Services is currently in great demand of talents, but English-major students who are well-acquainted with both law-related English vocabulary and legal knowledge are rare.

4. Countermeasures

Although English major undergraduates are facing challenges when seeking employment, effective countermeasures can be presented to ease the problems and improve the employment rate based on the reasons above. This study provides countermeasures from three aspects: student level, university level, and society level.

4.1. Student Level

English major undergraduates should change and improve themselves at the individual level, which is the most fundamental measure to solve the low-employment problems. English major undergraduates can improve their competitiveness in job applications and make more rational career choices through the following three measures.

4.1.1 Self-orientation

English major undergraduates should consider as early as possible their ideal future working area and the rising industry in that area. With the help of regional advantages, undergraduates can have more chances of landing a job. For example, Nanjing, a city in Jiangsu Province, boasts software and information services, smart grid, artificial intelligence, integrated circuits, and so on.[7] Therefore, English major undergraduates who plan to work in Nanjing can consider choosing to work in the above-mentioned rising industries and supplement their English skills with knowledge related to computer and information technology. In addition, they should communicate fully with their families when making decisions about their future work areas.

In order to make more rational career choices, English major undergraduates should also develop a more comprehensive and in-depth understanding of their own personality, strengths, family background, and so on. For example, they should be clear about their attitude towards the English major. They should make clear whether they prefer to treat reading English literature as a hobby, or they are willing to study abstruse literary theories, read profound literature extensively, and spend a prolonged period working on a doctorate degree. They should decide whether they have a gift for studying languages and a fairly high level of literature appreciation ability.

4.1.2 Self-improvement

First, English major undergraduates should develop some basic skills that are necessary in the workplace. Specifically, such workplace skills include but are not limited to the ability to write official documents, the ability to organize files, the ability to adeptly use office software such as Excel and Word, and the ability to communicate with clients, fellow colleagues, and supervisors in a professional way. Interviewee Tutor B said, "University teachers won't teach these basic skills in classes. Therefore, students need to learn them by themselves during their internships or when they

are helping teachers handle certain affairs.” Therefore, students should make long-term plans, taking time to cultivate necessary future workplace skills instead of ignoring them on the pretext of having much homework to finish.

Sound communication and presentation skill should be highlighted. More and more non-English major students are taking the IELTS and TOEFL exams, some of whom even have an English reading ability on a par with that of English majors, and their total IELTS score can be as high as 7.5. However, comparatively speaking, the weakness of non-English majors is speaking, which can be an English major’s strength. However, Figure 5, which is made from the questionnaire data, shows that less than 40% of the English major respondents regard their English speaking skills as fairly good or outstanding.

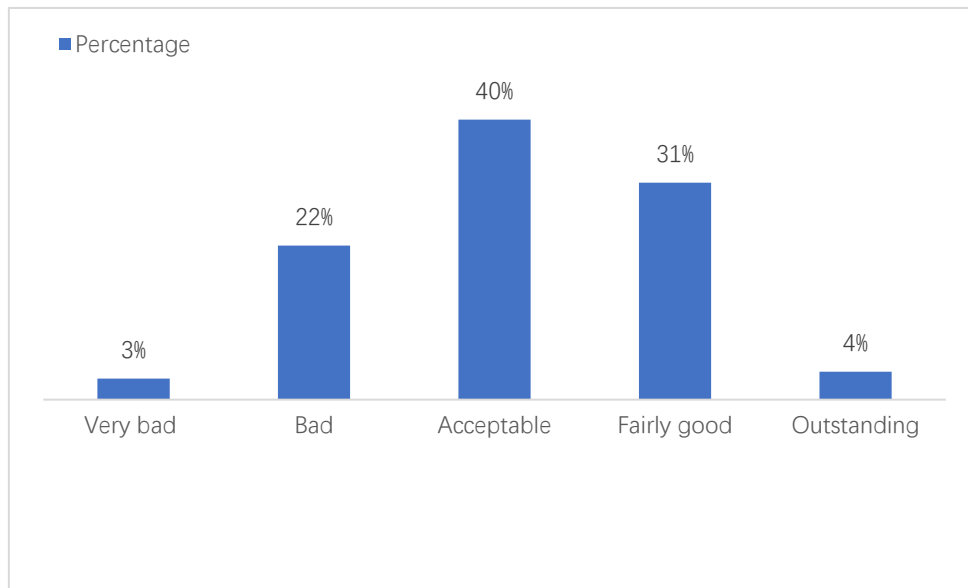


Fig. 5. English major undergraduates’ self-reported English speaking skills

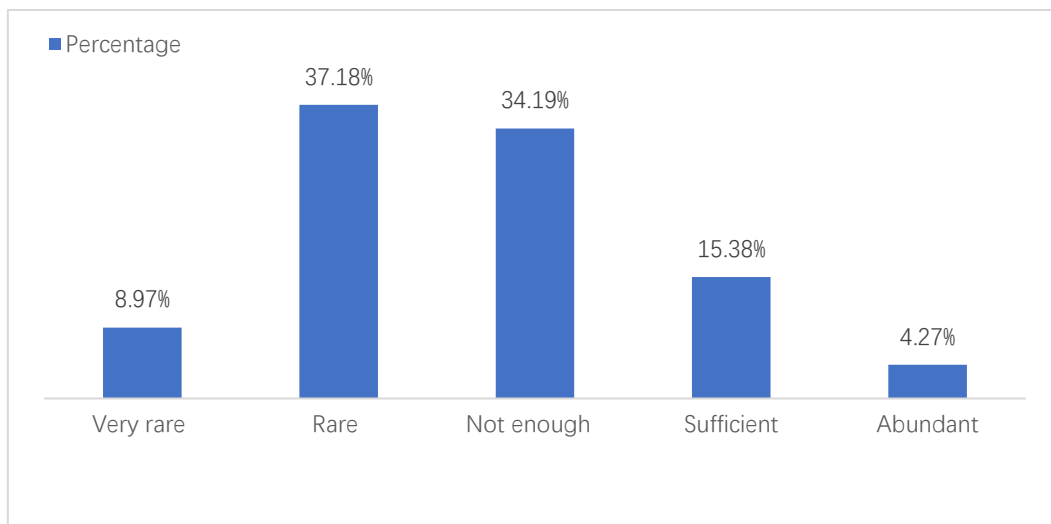


Fig. 6. Opportunities to practice speaking English in class

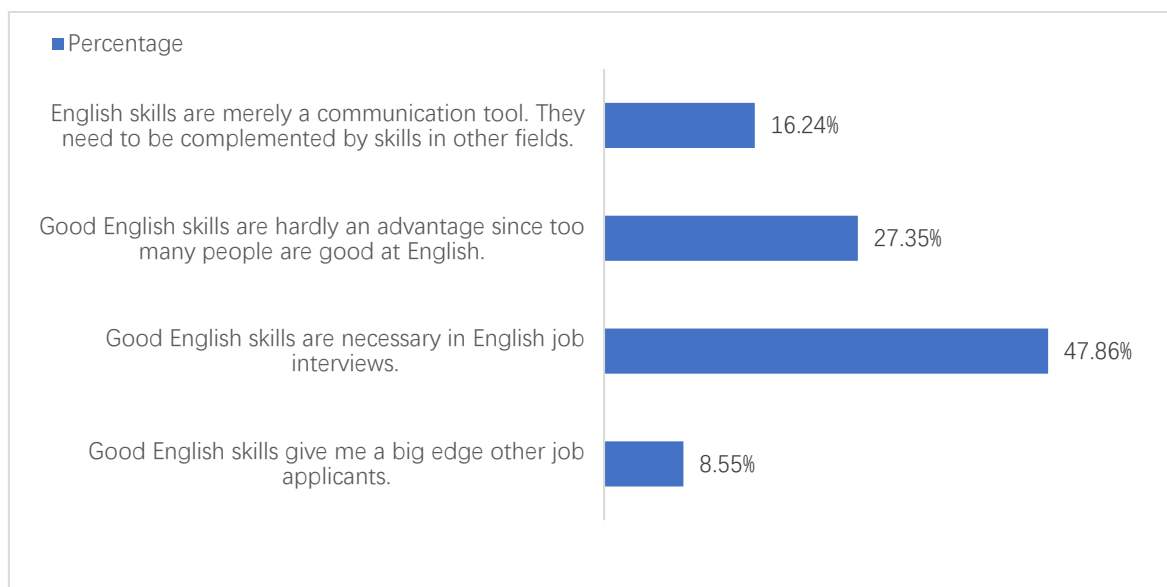


Fig. 7. English major undergraduates' attitude toward English skills

According to Figure 6 derived from the questionnaire, only about 20% of the respondents think that they have sufficient opportunities to speak English in class. Based on Figure 7 made from the questionnaire, nearly half of the respondents think that an English major gives them an edge when applying for a job because excellent English speaking skill is still necessary in English interviews. Therefore, English major undergraduates should dedicate themselves to improving their English speaking skills.[8] Whether the school offers English-speaking classes every semester or not, they should spend time practicing speaking English. They can form the 'English Corner' after class and try to have more interactions with their professors in English. Secondly, great importance should be attached to the ability to express oneself in Chinese, for example, the ability to make public speeches in Chinese. Interviewee Mr. A said, "Students should work on stating their points in a more clear and mature manner and better showing themselves to others."

Third, Tutor B said, "English major undergraduates should improve their ability to search for useful and relevant information, reducing the 'information gap' between themselves and others." Among the English major undergraduates surveyed in the questionnaire, 41.36% of them said they could not find internships because they don't know where they can get recruitment information. Students should expand the channel to gain more information on internships, workplaces, and recruitment. Mr. A pointed out that the school employment office runs a WeChat official account that often releases employment information, but many students in the school do not even know the existence of that official account.

Fourth, English major undergraduates should expand their knowledge base and learn specialized knowledge in diverse academic fields. Good English skill is the basic requirement of English major undergraduates, but being good at English alone is not enough for them to stand out from the crowd. Interviewee Ms. Professor F pointed out: "In addition to polishing up their English skills, English major undergraduates should read all kinds of books extensively, not only English masterpieces but also a wide range of Chinese books, such as history and philosophy books. If you have been focusing only on training basic language skills like 'listening, speaking, reading, writing and translating,' you are being short-sighted and are studying English major in a shallow way." Therefore, English major undergraduates should minor in other fields, study for a second degree, or audit classes in other majors in their free time, which are all ways of expanding their knowledge base and developing multiple skills. However, the questionnaire shows that only 20.12% of the respondents participate in minor courses or are studying for a second degree. None of the eight students interviewed participate in any such courses. The most common reasons listed were the heavy academic burden of their major and that their universities did not offer the minor courses that they are interested in.

4.1.3 Seize every opportunity to acquaint oneself with careers

The teachers interviewed all recommend that English major undergraduates do internships before their senior years begin. Interviewee Teacher A suggests: “Students can choose two companies to do internships during each summer vacation. 7 to 10 days of internship in one company will be enough to learn that company’s codes and standards. There is no need to sign a months-long internship contract with the company.” Interviewee Mr. A also pointed out: “At the beginning of the internship, students should try to find as many companies as possible to accumulate abundant work experience and acquaint themselves with the codes of practice in different enterprises and industries. During this stage, it isn’t necessary to find internships that are completely related to English. For example, internships in human resources departments and government agencies can also be rewarding. After accumulating a lot of work experience, students will have a more accurate understanding of the career they want to pursue. Based on a clearer understanding of one’s preferences, they can choose the companies they are more interested in and extend their internships in those companies to gain more knowledge of the companies.” At the same time, students should also understand that internships are not random odd jobs or part-time jobs, but rather jobs that can help them make wiser future career choices and develop workplace skills. Questionnaire results show that nearly 70% of the respondents rarely have internships or even have never interned. Only 5.56% of the respondents have already found many internships during their undergraduate years. 46.30% of the respondents do not think it is necessary to intern early. None of the eight students in the interview has started their internships, and two of them have not even visited a job fair once.

English major undergraduates should make full use of the on-campus recruitment. The on-campus recruitment, namely the autumn recruitment that takes place in November and December every year, targets specifically at fresh graduates. Therefore, graduates enjoys a high acceptance rate during on-campus recruitment. In contrast, the acceptance rate in spring recruitment is much lower. This is due to the reason that spring recruitment is social recruitment aiming at all the applicants in society rather than just fresh graduates. The applicants in the spring recruitment include master’s degree holders, doctorate degree holders, and many currently unemployed people. There are more competitors in social recruitment, making it harder for English major undergraduates to successfully land a job.

4.1.4 Change the outlook on the English major and career choices

First, some English major undergraduates should change their attitudes toward their major. The questionnaire results show that only 25.21% of the respondents think that the English literature courses required by the school are meaningful, and more than 50% of them think that their learning efficiency in class is not high. In this regard, the interviewee, Mr. A, said, “The seemingly ‘meaningless’ courses are in fact useful. Literature and culture courses enable students to better understand Western thinking patterns, values, and discourse systems. Such knowledge in Western culture will come into use when English major students are communicating with foreign business partners, who will feel respected. Students should flexibly apply their cultural knowledge gained from textbooks to real life.” In the era when artificial intelligence is on the rise, machines can take over the translation of expository texts and practical texts. However, deep human-to-human cultural exchange cannot be replaced by machines. English major undergraduates should not limit English majors to learning English vocabulary and grammar but should pay special attention to the study of the cultural background of English-speaking countries. With sufficient knowledge of Western culture, some obstacles in intercultural communication can be forestalled.[9] Hence, English major undergraduates should improve their learning efficiency in class and use their English skills at work in a flexible manner.

Second, some English major undergraduates should in some ways change their career outlook. Instead of limiting their career choices to English education and foreign trade, English major undergraduates should have an open mindset and explore more job possibilities to have more backup plans. For example, an English major undergraduate may enter a domestic production-oriented enterprise, engaging in doing sales work, exploring overseas markets, and interpreting in international

exhibitions and trade fairs. English is the most widely used language; people with good English skills are indispensable in the market development of many companies, not just foreign trade corporations. In addition, culture companies and communication companies can also be English majors' suitable choices. English major undergraduates can play a role in the process of Sino-foreign cultural exchanges, intercultural communication, the introduction of overseas books and movies, the promotion of the "Belt and Road Initiative," as well as the process of spreading Chinese wisdom and the Chinese approach to the world. What's more, English major undergraduates should be sensitive to current trends in the job market. For example, with the lift of the pandemic prevention policy, the restrictions on going abroad have been greatly reduced, and the number of students planning to go abroad for further study has increased rapidly compared to previous years. With this comes an increasing demand for IELTS, TOEFL, and GRE trainers as well as for overseas education institutions. Accordingly, the interviewee, Mr. A, suggests: "Students should be sensitive to the current 'overseas education craze' and grasp the relevant job opportunities."

4.2. University level

4.2.1 Professors of certain courses: update the curriculum and share interpersonal networks

First of all, the curriculum of the English major should be updated. The questionnaire results show that only 0.85% of the respondents think that they can gain enough essential job interview skills in the courses offered by the school. 52.99% of them do not think that attending the courses is enough for them to master the important skills in the job application and that it is necessary to change the course curriculum. 19.23% of them think that the curriculum is very outdated and not practical, out of line with the current market demand. Interviewee Professor D pointed out, "University staff should do a lot of research in the society, so as to understand the latest market dynamics and needs; they should also do a lot of research in other colleges and universities, and learn from other schools' excellent teaching modes to optimize their own curriculum." For example, some universities in Jiangsu Province, like those in Nanjing and Suzhou, have decided to transform the original English major into various "English+" majors after long-time research and reflection. "English+" majors include "English+Law," and "English + Information Technology," which are all double degrees with the purpose of supplementing students' English skills with knowledge in other fields and increasing their competitiveness in the job market. It should be noted that the dual-degree model sets higher requirements for students' faculty and the school's teaching resources. Careful consideration should be made before reforming the curriculum and reforms can only be implemented based on in-depth research. Otherwise, students might end up only scratching the surface of two majors.

Professors should share their interpersonal networks with students. For example, they may have cooperative relationships with certain companies. They can share the companies' information with students or recommend the students to their acquaintances in the companies. In addition, professors can also help students academically. They can guide students to do scientific research and write academic papers during their undergraduate years, offer them suggestions for obtaining English-related certificates and preparing for English-related competitions, and increase students' opportunities for speaking English in class. All these measures can improve students' expertise in English majors, which is necessary when English major undergraduates are applying for jobs.

4.2.2 Tutors and Employment Office: offer employment training and recommend students to the workplaces

According to the results of the questionnaire, only about 20% of the respondents think that the tutors and the Employment Office provide sufficient help in facilitating their job applications. To provide more help to students' employment, the university Employment Office should first alter the mode of employment training. Interviewee Tutor B pointed out, "The present main drawbacks of some employment training offered by university employment offices include: there is not enough opening for every student in need; the training is too time-consuming; the training mode is inflexible; the knowledge and skills taught in the sessions lag behind the times." In response to the above-

mentioned problems, university employment offices should increase students' opportunities to participate in employment training sessions and diversify the training forms. The training session should begin before the on-campus recruitment and make sure students will have learned all the job interview skills before applying for jobs. The content of training sessions should be updated every year, rather than reusing the old materials from previous years. Before preparing the training materials, questionnaires should be widely distributed among students to investigate the target audience's employment outlook, work experience, and academic performance to cater the contents to their needs. The information on the job market and different industries should also be analyzed. Second, tutors and employment offices should guide students to take some scientific tests to develop a more accurate and comprehensive understanding of their career orientation, personality, aptitude, and so on.

Universities should maintain, enlarge, and make full use of their networks. They should keep in touch with alumni, who can share useful enterprise information and even job vacancies with undergraduates. Universities should also make efforts to maintain contact with relevant enterprises to obtain more employment information to share with students. In particular, universities should focus on strengthening their cooperative relationship with the thriving enterprises that have previously hired their students. Staff from such enterprises can be specially invited to universities to hire students. By strengthening cooperation with relevant enterprises, English major undergraduates will have more access to internship opportunities and thus enrich their practical experience.[10] After contacting certain enterprises, universities should also release their recruitment information to students and organize on-campus recruitment promptly. Besides, universities should also figure out the best way to publicize their students and recommend them to various workplaces.

4.3. Social level

4.3.1 The government: boost the economy and promote employment

First, the government should ensure the sound and fast growth of the country's economy to increase employment opportunities, especially those related to English majors. Second, in addition to universities themselves, the government can also publicize English major undergraduates' abilities to enterprises. Third, the government should provide more favorable policies targeting English major undergraduates to make it easier for them to get job opportunities.

4.3.2 Enterprises: develop business and create more job opportunities

First, enterprises should actively explore new markets, develop businesses, create more internship opportunities, and provide more training opportunities to attract talent. Secondly, enterprises should remove some of the restrictions when recruiting interns, such as the requirement that "Interns should work for at least three months in the company," and the restriction that "Only candidates with relevant internship experience can be accepted." Without such restrictions, English major undergraduates will have a higher chance of getting accepted for an internship. The results of the questionnaire show that 42.59% of the respondents cannot find internships because their current competence does not meet certain enterprises' requirements. Therefore, one way of facilitating English major undergraduates to gain internship experience is that enterprises should relax some of their restrictions.

5. Conclusion

Although the current employment prospect for English major undergraduates is not good, students themselves, universities, and society as a whole can all do their part to ease the problem and promote the employment rate through a series of countermeasures.

Interviewee Tutor B pointed out, "Student's effort is the most important part in solving the employment problem." On an individual level, English major undergraduates should decide their ideal future work area as early as possible, recognize their character features and strengths correctly to maximize their advantages, avoid their weaknesses, and make more rational career choices. They should also make good use of their leisure time to improve themselves, such as enhancing their career

competence, improving their communication skills in English and Chinese, as well as acquiring professional knowledge in fields other than English major. In addition, students should expand the channels to gain more employment information, actively participate in internships, make full use of on-campus recruitment, and flexibly adjust their career outlook. At the university level, professors should offer students their interpersonal networks and impart useful professional knowledge; the school employment office should optimize the mode of job training by making its form more flexible and its content more up to date; universities should keep in contact with alumni and enterprises, make efforts to recommend students to enterprises, and update the curriculum. At the social level, enterprises should remove some restrictions when recruiting interns. The government should develop the country's economy to increase job opportunities, especially those requiring English skills, and provide more favorable policies for English major undergraduates.

References

- [1] Information on: <https://baijiahao.baidu.com/s?id=1765568753897628092&wfr=spider&for=pc>
- [2] Yuqing Wan. Employment Intention and Suggested Countermeasures of English Majors in Colleges and Universities. *Campus English*. Vol. 07 (2021) No. 551, p. 20-21.
- [3] Information on: <https://wenhui.whb.cn/third/baidu/201811/30/227596.html>
- [4] Ying Zhang. Reasons for the Employment Difficulties of English Majors and Their Coping Strategies. *Employment and Security*. Vol. 04 (2022) No. 294, p. 90-92.
- [5] Fenfang Mi, Ningjun Xu. Employment Challenges and Countermeasures for English Majors in Colleges and Universities under the New Situation. *Journal of Qiqihar University (Philosophy and Social Science Edition)*. Vol. 10 (2022) No. 308, p. 149-151.
- [6] Tao Xu. The Solution Path of English Majors Facing Academic and Their Employment Anxiety in the Post-Epidemic Era. *Journal of Harbin Institute of Vocational Technology*. Vol. 02 (2023) No. 168, p. 148-151.
- [7] Information on: http://www.nanjing.gov.cn/hdjl/hygq/202108/t20210809_3096990.html
- [8] Xinyi Cao, Mengzhu Xia, Qian Shi, et al. Research on the Core Competitiveness of English Majors in Employment and Enhancement Strategies. *Science and Technology Information*. Vol. 34 (2021) No. 19, p. 167-169.
- [9] Guanya Qiao. Analysis of the Employment Status and Countermeasures for English Majors. *Employment and Security*. Vol. 18 (2020) No. 260, p. 51-52.
- [10] Kejian Zhang, Hongbo Song, Kangting Chen, et al. A Survey on the Employment Status of English Major Graduates in Colleges and Universities in Wuhan and Its Implications for Teaching. *English Square*. Vol. 29 (2022) No. 209, p. 113-116