

# *Study on undergraduate English majors' outlook on employment environment in the post-pandemic era: Take Guangdong Province as an example*

Meihua Guo<sup>\*</sup>, Yongyong Cui, Mei Li, Yiyu Chen, Jiatong Zheng

*School of Foreign Studies, Zhaoqing University, Zhaoqing, Guangdong, China*

*\*Corresponding author: 3550322502@qq.com*

**Keywords:** English majors, employment, pandemic, Double Reduction policy

**Abstract:** Close to the end of 2019, the COVID-19 pandemic hit the world. China started strict epidemic prevention and protection policy from 2020. The job market changed for all undergraduate graduates in China, including English major graduates. In July of 2021, the Double Reduction policy was issued in China. This policy introduced some changes to the landscape of the job market for English majors. The closure of many after-school tutorial institutions made competition in the job market more fierce. English major graduates saw the challenges and new opportunities of this new era. In March of 2023, China eased the epidemic prevention and protection policy at the level. In the meantime, the principles of the Double Reduction policy have been put into more steady practice. The changes are still going on. The current research intended to find out how some undergraduate English majors perceived the changes and influences on the employment environment, and how some recent English major graduates had experienced the professional and societal changes. The research adopted a survey to collect data from the undergraduate English majors, and utilized a structured interview to collect thoughts and experience from some recent English major graduates. The research at the end extracted the main trains of thoughts from all the participants in this research, and proposed some suggestions to the undergraduate English majors.

## **1. Introduction**

### **1.1 The job prospect for English majors in China**

The employment trends for English majors in China have been closely related to a few important happenings at national level. From 2000 to 2009, China witnessed an ascending trend for the employment opportunities for English majors. In 2001, People's Republic of China became a member of the World Trade Organization (WTO). The entry into WTO in 2001 for China witnessed the rise of recruitment for English major graduates from universities and colleges. In 2008, the summer Olympic Games was held successfully in China. These two world-level events boosted the employment opportunities for English majors in China. However, from 2010 on till recently, the increase of job opportunities for English majors in China have gradually slowed down due to many

openings being filled thus lack of demands from the market. Among Chinese undergraduate students, it has been found out that in the past decade the English major has been listed among the group of majors that keep experiencing the losses of jobs [2].

The demand for English major graduates has been on a steady ascending trend until the sudden attack of the COVID-19 outbreak. The global pandemic resulted from COVID-19 severely disturbed the normal communication and exchange pattern between China market and abroad, and furthermore brought a large group of graduates from abroad back to China to search for jobs. English major graduates from their undergraduate studies are facing more and more fierce competition in the job market.

During the pandemic, a certain number of Chinese undergraduate seniors who planned to go abroad to further their education were forced to temporarily stay in the mainland job market, due to the lock-down policies issued by western countries [8]. Zhang K. J., Song H. B., Chen K. T., Gao H., Wang, H. Y. and He R. T.'s (2022) study concluded that the COVID-19 pandemic has caused more employment pressure for the group of undergraduate English major graduates in their job-hunting process.

In the meantime, with the rapid development in all aspects around the world, in the past decade the market tends to be in urgent need of talents who not only have high proficiency in the English language but also have expertise in another professional field, such as law, finance, trade, computer science and so on. Therefore, graduates cultivated under the traditional ways of education, who might have mere expertise in the English language and skills by the time they leave universities to enter the job market, seem to have become not the best fit for some job positions.

## **1.2 The Double-Reduction policy in Chinese mainland**

In July of 2021, one central office of the Chinese government issued an important document titled “Suggestions on the further reduction of homework workload and burden of after-school training about content subjects on compulsory education students”, which takes the short form of “Double-Reduction Policy” from then on. This document has clearly announced that the government will give some clear guidelines on how the society take measures to reduce the burden brought by homework on the compulsory education students and reduce the burden brought by after-school training on school subjects on the same group of students. After-school training on school subjects has become part of school culture in China. The governmental sector that supervise education has already realized that this part of school culture in the long run would bring about a developmental pattern that resembles a vicious circle. The proposal of the Double-Reduction Policy aims at carrying the educational development back onto a healthy track, so as to make the educational ecology in China more sustainable. Specifically, Double-Reduction policy put forward the following requirements: a. decrease the amount of homework and the required time for homework; b. lower the burden from assignments on students; c. improve the quality of extracurricular service by schools so that students’ diverse needs will be met; d. regulate after-school training by building non-profit or low-profit extracurricular tutorial centers on the basis of the school sites while excluding for-profit after-school training on subject areas by outside-school institutes.

Zhu Y. L., Zhu M., Xu M., Chen Z. Y. and Zheng L. L. (2023) carried out a survey on graduates who graduated between the year of 2017 and 2021 from the School of English Language in a college in Zhejiang Province about their job expectations and current employment situations. They found that the overall rate for getting a job in public schools as an English teacher through official governmental examinations and taking the jobs after passing the examinations, presents an ascending trend. However, the same index rate for 2021 showed a descending trend, which implies

the influence by the Double Reduction Policy, according to the authors.

### **1.3 The influence by the COVID-19 pandemic on the job market for English majors**

Close to the end of the year of 2019, the COVID-19 pandemic hit the world. The world economy, society order in different countries, education and tourism presented disorderly development. The concept of “work-from-home” gradually gained popularity, which gradually changed the job prospects for many professionals, including teachers who work for different levels of schooling.

Liu Yuan and Gu Liming (2022) used an online questionnaire to survey graduates from Chengdu Normal University in Sichuan Province between the year of 2017 and 2020. Their study surveyed teachers in various content majors who were recent graduates from the university, with English included. They found that due to influence by the COVID-19 pandemic, the employment rate in the year of 2020 was the lowest in those four consecutive years.[9]

Zhang K. J., Song H. B., Chen K. T., Gao H., Wang, H. Y. and He R. T. (2022) carried out a survey with a group of 2022 graduates from their undergraduate program in English major, and found out about their employment situations. Zhang et al.’s study focused on the Wuhan area, where the COVID-19 pandemic first hit. Zhang’s research team did a survey with English major graduates from eight universities in the city of Wuhan. Wuhan is one of the first China’s cities that were stricken and influenced by COVID-19. Therefore, Zhang et al.’s study presents the most typical example which is very telling of the job situation in China, and has a high level of particularity.

### **1.4 Other studies about the employment situation for English majors in China after the pandemic**

Other factors contributing to the fierce competition include that a larger number of Master’s degree holders and doctoral degree holders in the English-related fields have been produced in recent years, and in the past decade, more and more graduates from other majors have a higher proficiency level in the English language [4]. Wang G. L., Shan Y. H., Yang, K. Y. and Liu X. Z. (2022) did a survey with the English major graduates who graduated in 2021 from Changchun University, Jilin Province, in China. Based on survey results, the research team did correlational analysis on such dimensions as graduates’ capacity in learning and technology, adaptation and flexibility, self-management capacity, and team cooperation capacity. At the end, they reached a conclusion that a better and more sustainable employment system for English major graduates relies on efforts from students, universities and colleges, and the society.

## **2. Methodology**

The team for the current research designed a questionnaire based on the research purpose, and piloted the questionnaire. After some revision, the questionnaire was carried out in a big sample. The questionnaire was to investigate job expectations and their perceptions about the Double-Reduction Policy and the influence of the COVID-19 pandemic by the English majors who are still working on their undergraduate degree.[3]

Another important research tool that was used in the current study was a structured interview. The interview was aimed at finding out the employment-related experience by a group of English major graduates who graduated between 2018 and 2023. Altogether, nineteen interview responses were collected, with one from a faculty member in the Business English major in college, and the other eighteen from recent graduates. All the nineteen interviews happened between April 2023 and November 2023.

### 3. Results and findings

China ended the massive lock-down roughly in March of 2023. Namely, China lifted the nation-wide pandemic prevention and protection policy in March of 2023. The current research carried out the online survey part to a convenient sample of English major students from the month of April, 2023 to Oct. 2023. Altogether, the research team collected 368 survey responses for the survey. Among them, 285 survey responses were effective responses, making the effective response rate 77.4%. Among the 285 responses, 122 were answered by male participants (43%), while 163 were answered by female participants (57%).

When asked about their outlook on the employment opportunities, the English majors chose one from three types of attitude, namely positive, unclear and negative, in the survey. The results are as follows, as shown in Table 1.

Table 1: The employment prospects by the English major undergraduate students in GD province after the COVID-19 pandemic

Types of attitude	Numbers of respondents	Percentage
good; positive outlook	102	36%
not sure	147	52%
bad; negative outlook	36	12%

The COVID-19 pandemic had brought about more uncertainty to the job market for the soon-to-be undergraduate graduates. Many of them have already perceived that there would be some changes in the job market in the near future. When asked about how they perceived the influence of the pandemic, they chose among four different options. Those who thought that the pandemic would result in more fierce competition in the job market due to the decrease in the number of job openings in some fields, take up 34%. Those who think that the pandemic would directly result in a lot fewer job openings, take up 39%. On the other hand, those who think that new opportunities would come up during or after the pandemic, take up 26%. One percent was unclear about the influence on job market by the pandemic. Results are also shown in the following figure, Figure 1.

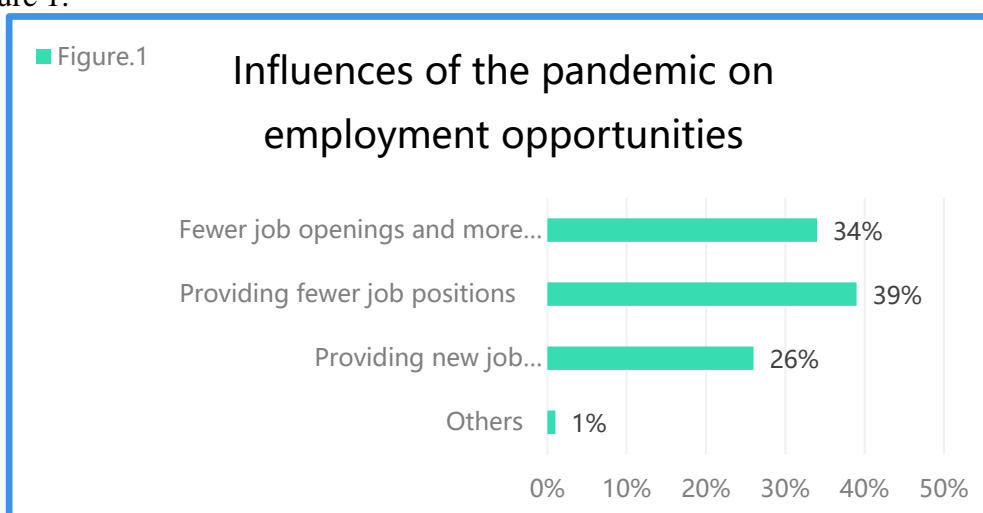


Figure 1: Percentage of different perceptions on the influence of the pandemic on employment

When asked about in what way they would try to reduce the negative influence from the Double Reduction policy on their own employment situations, the respondents gave answers that fell into four categories with a relatively even distribution in the four options. Among this group of

respondents, fifty-five percent of students indicated that they would further their education by applying for Master's programs. Among them, 20% anticipated that they themselves would switch from English to another major to pursue a Master's degree, while 35% would continue studying their undergraduate major to pursue a Master's degree. 23 percent chose that the option that they would switch from an English-related job to another profession. 21 percent of the respondents stated that they would try to gain mastery of more skills besides the skills that they learn in the English major. The results are also shown in Table 2.

Table 2: Responses to in what ways they would try to reduce the negative influence by the Double Reduction policy

Ways	Number of responses	Percentage
Switch to another major to pursue Master's degree	97	20%
Get a Master's degree in English-related major	168	35%
Switch to another profession	108	23%
Master other types of useful skills besides English	105	21%
Others	3	1%

Theoretically, English major students are supposed to have a better capability in speaking English compared with non-English major students. However, not a very high percentage of students consider their own skills in speaking English at an advantageous level. Among the 285 respondents, 130 respondents (roughly 45.6%) think that their own English speaking skills are advantageous compared with other skills of their own. The question for this survey item is: "which specialized skills of your own do you think are more advantageous compared with the other skills?" The results are also shown in Table 3 as follows.

Table 3: Answers to which specialized skills they think are more advantageous than other skills

Types of skills	Number of respondents	Percentage
Listening	93	19%
Reading	147	31%
Speaking	130	27%
Writing	77	16%
Translating	32	7%

When the respondents were asked about their desired monthly salary, they gave the following answers: those who desire between 3,000 and 5,000 RMB makes 7%, those who desire between 5,000 to 8,000 RMB take up 39%, those who desire between 8,000 and 10,000 take up 37%, those who desire more than 10,000 per month makes 16%, and others take up 1%. The results are also presented in the following figure, Figure 2.

Findings from the interviews are also very informative. Altogether, nineteen participants were interviewed, with one interview from a university instructor and eighteen interviews from English graduates. The demographic information for the nineteen interview participants are as follows, in Table 4.

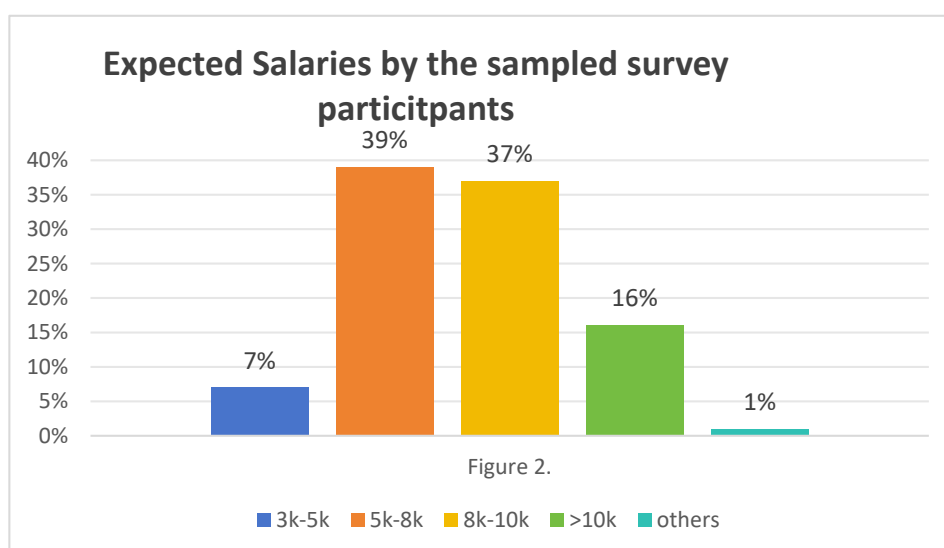


Figure 2: Expected salary by the sampled survey participants

Table 4: Basic information of the interview participants

Name	Year of graduation	Majors
Cai Z. H.	Instructor	Business English
Yang Z. H.	2019	English Education
Wang G. L.	2019	English Education
Jv R. F.	2020	English Education
Huang J. Y.	2020	English Education
Mo D.	2021	English Education
Jiang Q. X.	2022	English Education
Hou S. Q.	2022	Business English
Lv H. T.	2022	Business English
Peng Y.	2023	English Education
Xu X. Q.	2023	English Education
Wu L.	2023	English Education
Li Y. Y.	2023	English Education
Huang X. Y.	2023	English Education
Xu Y. R.	2023	English Education
Chen Z. L.	2023	English Education
Chen F. L.	2023	English Education
Yuan Y. H.	2023	English Education
Zeng R. M.	2023	English Education

From the interview with the Business instructor Cai Z. H., she stated that she got her Master’s degree in an English-speaking country. The direct influence of the COVID-19 pandemic on her was that she decided not to look for a job in the country where she studied for her Master’s degree, and instead she came back to China to find a job. She came back to China to teach Business English in January 2023, when China was still strictly implementing the pandemic prevention and protection policy at the national level. As a faculty in the business English major, she admitted that she did not have in-depth understanding of the Double Reduction policy, but still she heard about it and knew some essential principles of the policy.

Two English education major graduates who graduated in the year of 2020 were interviewed. Those who graduated in summer of 2020, are the first group of students who left university and entered the next step of their life during the global COVID-19 pandemic. The two respondents are Jv R. F. and Huang J. Y. Recently interviewed, both Jv and Huang were satisfied with their current job of being a teacher with a *Bian Zhi* when they were interviewed in the year of 2023. Jv gave a more elaborated response when interviewed. He actually mentioned that he saw that many foreign-invested companies or Chinese companies serving the overseas market had gone through bankruptcy. Huang gave brief responses to all the questions asked during the interview. They both expressed that they appreciate the stability of their current job of being a teacher in public schools.

Two graduates who graduated in the year of 2019, i.e. before the outbreak of the COVID-19 pandemic, were interviewed. They are Yang Z. H. and Wang G. L. Yang has been an English teacher for more than four years. She has a more mature and thorough understanding of the employment situation for English majors. She mentioned that after graduation with an English education degree, she became an English teacher after a short time, like one or two months right after her graduation. Soon after she started her job of being an English teacher, the COVID-19 pandemic hit the world. Therefore, having online classes with students became the major way of teaching students for her from 2020 till when China ended the lock-down arrangement. According to Yang, giving lessons online to students was a bit more difficult, namely not as easy as giving face-to-face classes. It took more on the teacher's part.

Wang G. L. experienced the job changing process from working for an after-school tutorial institution as an English teacher in Zhuhai to working in private middle school as an English teacher in her home city. The job change happened mainly due to the fact that the national "Double-Reduction" Policy forced the closure of the after-school tutorial institution in the year of 2020. In June 2020, she lost her first job in the after-school tutorial institution. In November 2020, she was offered her current job in a private middle school. She has been teaching the ninth grade for three consecutive years. She has accumulated a few years of teaching experience in the field of teaching English to school-age youth in her own city.

The only representative in this group as a 2021 graduate, Mo D., expressed that she has been quite familiar with the "Double Reduction" policy because of the promotion measures by the school in which she has been working as a teacher. As for the advantages and disadvantages by the COVID-19 pandemic, she mentioned that advantages could be that teachers know more about and make better use of online teaching and learning tools, while in the meantime, online lessons for compulsory education students would make it more difficult for teachers to monitor the learning progress of the students.

Jiang Q. X., who graduated from the major of English Education in 2022, emphasized that despite all the undesirable outside factors, English majors should improve personal competence in various aspects, and try to learn more knowledge and skills in different fields. Jiang, who had thought about getting a teaching job in the metropolitan cities in Guangdong Province, changed her mind when looking for a job, and she chose to go back to her hometown to teach English. Her hometown is a second-tier city in Guangdong. The advantages of staying in her hometown to work is that she could spend more time with her other family members. Jiang also mentioned that when she did her practicum in the metropolitan area of Guangdong Province, she got to know more about the "Double Reduction" policy, while now she came back to teach English in a second-tier city, she did not feel that the policy had been implemented into the local education system until the year of 2023. In the year of 2023, she realized that the school made some changes to the way of assigning homework to the students. It seemed that it took some effort to promote the policy from more urban areas to less urban areas, since there was a gap between the year of 2021 and the year of 2023.

The other two graduates who graduated in the year of 2022, Hou S. Q. and Lv H. T., studied

Business English in their undergraduate studies. When interviewed, they were in the period of having part-time jobs. Hou is active in different job positions. She had worked as a Foreign Trade assistant in a state-owned enterprise, as an emcee, as an interpreter, and as a salesperson. Based on her interview response, it seemed that she has been flexible in jobs and she maintained a high level of salary. She mentioned that she did not have much knowledge about the Double Reduction policy. As for the drawbacks brought by the Double Reduction policy, she stated that it would make the job market more narrow for those who intended to become teachers since a large number of teachers in after-school tutorial centers would be faced with dismissal whereas only a steady number of public school teachers are needed. On the other hand, after her graduation, Lv had been working as a salesperson for the computer chip company. In the meantime, she recently has been spending more time preparing for the Test for English Major Brand Eight and preparing for the CATTI Translation Test in China. She has been making more efforts to improve herself so that she would be better prepared for some more promising job opportunities in the near future.

Among the group of interview participants, ten participants are the more recent graduates from the English Education major. Among the ten interview participants, one of them started working as an English teacher in an after-school training institution in the city of Beijing. All the other nine interview participants have been working in different schools in Guangdong Province. Eight among the nine work for public schools, and one of them work for a secondary school part of a private college.

Among the ten interview participants, Chen F. L., Wu L., Li Y. Y., Peng Y., Chen Z. L., and Xu Y. R. emphasized the importance of mastering fluent oral English when one is in a job interview for an English teacher. They mentioned that those job-seekers who can speak fluent oral English are more likely to obtain higher scores in the interview process.

Chen Z. L. has a thorough understanding of the Double Reduction policy. Her understanding of the policy is that the first part of reduction is to deal with what has been happening inside schools, and the second part of reduction is to guide what has been happening after school and outside school sites. Therefore, her understanding is that the Double Reduction policy is a dialectic process, and it symbolizes that the Chinese education having reached a higher level of development. Like Jiang Q. X., Chen Z. L. expressed that she had also thought about working in a metropolitan city in Guangdong Province before her undergraduate graduation, but she changed her mind and chose to work in her hometown which is a second-tier city in the province after her practicum and graduation.

When asked about what they thought about the outlook of job positions for English majors, a few of the interview participants mentioned the possibility of combining English learning with online learning and the development of artificial intelligence.

#### 4. Discussion

With the sudden outbreak of the COVID-19 pandemic, uncertainty was reinforced in the job market. Despite the fact that the economy in the globe has gradually recovered from impact by the pandemic, the aftermath of the pandemic has still concerned people at least in the short term. After the introduction of the Double reduction policy in 2021, it has become a popular opinion that the Double Reduction Policy has been the firmest burden reduction policy by the Chinese government which aims to facilitate a high quality development for the education sector in China [1]. Many teachers and scholars have been interested in exploring various aspects related to the Double Reduction policy.

The current research asked in the online survey what desired job positions the participants want to have. Based on the survey results in this research, among all the choices of jobs, working in



public schools is the most popular choice. For this group of respondents, the second most popular choice of job position is working for an after-school institution as a tutor or a teacher on content subjects. Ranking the third is working for state-owned enterprises. The following table, Table 5, indicated the ranking of job options in a descending order from the most desirable to the least desirable.

Table 5: Ranking of desired job positions by this sample of participants

ranking	Job positions
1st	Public school teachers
2nd	Extracurricular institution tutors or teachers
3rd	State-owned enterprises staff
4th	Private school teachers
5th	Foreign-invested company staff
6th	Going to post-graduate studies
7th	Private-invested company staff
8th	Public civil servants
9th	Education-related sector's staff (with Bian Zhi)
10th	Set up a personally owned enterprises
11th	Study abroad
12th	Others

The Double Reduction policy would very probably discourage the development of after-school training centers, which at least in the short term would result in a smaller and smaller number of after-school training center serving the after-school service market. In fact, the second part of the reduction is to hamper the prosperity of the after-school tutorial centers of institutions. Based on the statistics by the Ministry of Education in China, by February 2022, the offline after-school tutorial or training institutions on content subjects which serve the compulsory education students saw a sharp decrease from the original 124 thousand to 9,728, with a decrease rate of 92.14% [5]. On the other hand, the online after-school tutorial or training institutions of a similar type went from the original 263 to 34, with a decrease rate of 87.07%. They all went from for-profit to non-profit. In addition, they only need to be recorded and filed before, but after the issue of the Double Reduction policy they each need to be checked and supervised by a certain governmental sector.[6]

The high desirability of being a public school teacher is resulted from the fierce employment competition. In China, a system for managing employed teachers and other professionals who work for the educational fields is called “Bian Zhi”, which resembles the tenure track system in some western countries, for example the U.S.A.. “Bian” in Chinese pinyin, has the meaning of “being arranged in a certain order.” “Zhi” in Chinese pinyin, is synonymous to “job openings” or “job posts” in English. In China, teachers who work for different levels of schools or educational institutions, ranging from kindergartens to universities, can obtain “Bian Zhi” after fulfilling some requirements, like getting certain teaching certificates, or passing certain exams. After the execution of the “Double-Reduction” Policy, the competition for a teaching job with a “Bian Zhi” has become more and more fierce. Getting a “Bian Zhi” is the most popular choice among Chinese “English education” majors after undergraduate study. Chinese people give jobs with a “Bian Zhi” a nickname as “iron rice bowl”, which means that it is a very secure employment opportunity.[7]

Based on the current job market for English major graduates, the following suggestions are on solid ground. Firstly, to relieve the high employment pressure on English majors, joint efforts are needed from the individual English majors, the higher education institutions that they are attending and the society [4]. English major students and graduates need to make continued improvements on their own four skills in English, especially speaking skill in English since the majority of English

learners in China find it hard to set up a natural environment for oral English practice, on their cross-cultural communication ability. The past few years, a trend of implementing outcome-based education in China has brought about some positive changes to the higher education sector. This is one of means by which the higher education institutions in China have been making progress in producing talents that would fulfil the needs of the society and the market. Efforts by the individuals, the universities and the society should be combined so as to build a healthy demand-and-supply circle.

Secondly, English major students who are still in the program need to seize the time and opportunities to equip themselves with various types of skills besides the English language skills, so as to better and more easily get adapted to the job market. Phuong H. Y., Le T. T., Ho P. T., Do T. N., Pham T. T. (2023) interviewed employers on their perceptions about what traits English majors need to improve on. The employers expressed their thoughts based on the performance of some English majors during their industrial practicum. The traits that they perceived should have some improvements include: a. communication skills; b. information retrieval and handling skills; c. planning and problem-solving skills; d. teamwork skills; e. self-confidence; f. critical thinking; g. devotion (job dedication); h. specialized skills/identities (specialized professionalism). Many of the employees' traits demand personal and purposeful efforts by the English majors who need to set up goals early for improvement when they are still in the undergraduate program at university or college.

Thirdly, the new era when Artificial Intelligence and human intelligence would coexist and should be combined in order to carry human life to a higher level demands that university graduates should voluntarily equip themselves with a more tech-savvy set of skills and competencies so as to stay updated with the developmental trend around the globe. This requirements on the younger generation in China and even around the world was also acknowledged by the faculty participant in the interview, namely Miss Cai Z. H. This realization was also seconded by a few other interview participants in the current study. Double Reduction policy should be implemented in order to ensure the healthy development of the Chinese education system, which will better equip the younger generations in China to meet the needs of the new era where the technology will develop at a faster and faster speed.

## 5. Conclusion

The current research delved into how some undergraduate English majors perceive the outlook on employment environment in the post-pandemic era, and how some recent English major graduates had experienced the aftermath of the pandemic when they first entered the job market. Based on results from the survey carried out among a relatively large sample of undergraduate English majors, such elements as their preferences for job positions, their understanding of personal strength in different English language skills and their desired salary range were collected. On the other hand, from the interview response, experiences in the process of seeking employment were collected. These responses reflected the overall the employment environment to various extends. On the basis of all these second-hand data, some suggestions were proposed so as to help undergraduate English majors to be better prepared for the job market in the post-pandemic era.

## References

- [1] Gao, C. (2022). *Research on strategies for the high-quality and balanced development of compulsory education under the background of Double Reduction policy*. *Journal of Hubei Liberal Arts College*, 43(1): 80-83 + 88.
- [2] Gu, L. (2017). *Reasons and strategies for the difficult employment situations for university English major graduates*. *Knowledge Economics*, 6: 127-128.
- [3] Liu, Y. & Gu, L. M. (2022). *Research on the employment problem for pre-service teachers graduated from local*

universities and colleges under the background of Double Reduction Policy: taking Chengdu Normal University as an example. *Modern Professional Education*, 10: 142-144.

[4] Lu, J. Y. (2023). Analysis of problem of employment and corresponding solutions for English major undergraduates-taking “Double First-Class” Universities in Jiangsu as an example. *Journal of Education, Humanities and Social Science*, 18: 255-266.

[5] Ministry of Education of the People’s Republic of China. “Double Reduction” policy has significant effects after one year of implementation. *Guang Ming Daily*, 2022, July, 26<sup>th</sup>, from: [http://www.moe.gov.cn/jyb\\_xwfb/s5147/202207/t20220726\\_648701.html](http://www.moe.gov.cn/jyb_xwfb/s5147/202207/t20220726_648701.html)

[6] Phuong H. Y., Le T. T., Ho P. T., Do T. N., Pham T. T. (2023). Employers’ perspectives of English-Major students’ weaknesses during their industrial practicum. *Journal of Language Teaching and Research*, 14(5): 1270-1278. Doi:<https://doi.org/10.1750/jltr.1405.15>

[7] Wang, G. L., Shan, Y. H., Yang, K. Y. & Liu, X. Z. (2022). Research on better strategies to improve English major graduates’ employment ability at the post-pandemic era: taking graduates of Class 2021 in Changchun University as an example. *Overseas English*, 5: 113-115.

[8] Zhang, K. J., Song, H. B., Chen, K. T., Gao, H., Wang, H. Y. & He R. T. (2022). Research on the employment situations of English major graduates from universities in the Wuhan area and its implications on teaching. *English Square*, 209:113-116. Doi:10.16723/j.cnki.yygc.2022.29.014

[9] Zhu, Y. W., Zhu, M., Xu, M. Y., Chen, Z. Y. & Zheng, L. L. (2023). Research on the employment trends by university English major graduates under the background of Double Reduction policy: taking the School of Foreign Languages at a university in S city as an example. *Employment and Security*, 3: 70-72.