

The Strategies to Improve the Employability of English Major Students in Sichuan: An Empirical Study Based on 402 Self-rating Data

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Abstract: This study takes 402 English major students from some universities in Sichuan Province as the study subjects, and uses the “128-items Self-rating Scale” to conduct a systematic investigation and empirical analysis of their employment ability status. The overall employment ability of English major students in Sichuan universities is at an above-average level, but the ability structure is unbalanced. The improvement of employment ability requires the coordinated promotion of multiple parties. From curriculum design, practical support, school-enterprise cooperation to students’ own development, the systematic improvement of employment ability can be achieved through the joint efforts of multiple levels. In view of the specific problems of the development of employment ability of English majors in Sichuan, targeted strategies need to be implemented in combination with the resource characteristics of local universities. This study is not only of theoretical significance, but also responds to the current real problems of “employment anxiety” and “ability misalignment” of English major students in Sichuan higher education institutions, and has reference value for educational decision-making.

Keywords: Higher Education, Career Guidance, Employability Skills, Curriculum Reform, Empirical Analysis.

1. Introduction

With the in-depth development of globalization and informatization, English as an international language is increasingly used in all walks of life. Students majoring in English should have strong employment competitiveness. However, in recent years, the employment situation of college English major graduates has become increasingly severe. In particular, in some higher education institutions in Sichuan Province, China, English major graduates generally have shortcomings in career skills, job adaptability and employment confidence, resulting in low employment quality, low job matching, and unclear career development paths.

The employability of graduates is usually defined as the comprehensive ability of

individuals to obtain, maintain and develop jobs (Harvey, 2001; Yorke & Knight, 2006). Employability not only includes language foundation, professional knowledge and practical ability, but also covers “soft skills” such as communication, problem solving, teamwork and professional cognition. Its cultivation requires multi-party collaboration and systematic support (Bridgstock, 2009; OECD, 2015). However, there are still many deficiencies in the career guidance service system, English major curriculum setting and school-enterprise cooperation mechanism of Chinese higher education institutions, making it difficult to effectively support the systematic improvement of students’ employability.

In contrast, research in China on employability focuses on building dimensional models and measurement tools, often based on the three-dimensional structure of “knowledge-skills-attitudes”, emphasizing the static measurement of employability and school responsibility. Although there have been studies focusing on the employability of English major students in recent years, the overall research is still dominated by applied research and strategic recommendations, and systematic empirical study is still weak.

Gap in the systematic construction of career guidance. Foreign higher education institutions have generally established mature career guidance systems (such as Careers Services in the UK) and have embedded vocational education content into the professional curriculum system, emphasizing early intervention and personalized support. However, career guidance in domestic universities is mainly based on short-term employment lectures or resume training in the fourth year of universities. It lacks systematicity, has a low level of specialization, and students are generally “passively prepared”. Especially in the field of English majors, foreign universities usually set up subdivided courses based on industry needs (such as tourism, translation, media, and international affairs), while domestic English majors still generally have the problems of “generalized course content” and “lack of application orientation”, and fail to fully guide students to form a clear career plan.

This study focuses on English majors in higher education institutions in Sichuan Province. Through a self-compiled “Student Employment Competence Self-rating Scale”, a questionnaire survey was conducted on 402 English major students in Sichuan province China to analyze their current employability level and the main problems they have. Then, combined with the advanced experience of employment guidance and ability training at home and abroad, practical and feasible improvement strategies were proposed. This scale will be used in the career guidance courses for English major students in Sichuan Province to determine whether the relationship between the various modules in the course has an impact on employability. The study aims to answer the following key questions:

1. What is the overall performance of English majors in Sichuan universities in terms of employability?
2. What factors have a significant impact on their employability?
3. What paths and mechanisms can higher education institutions start from to effectively improve students’ employability?

This study adopts questionnaire survey method and SPSS statistical analysis method, combined with literature research and strategy induction, in an attempt to

provide data support and theoretical basis for the reform of the training, curriculum system optimization and improvement of employment guidance services of English majors in Sichuan universities, so as to enhance the social adaptability and career competitiveness of graduates.

2. Literature review

2.1. Definition and Theoretical Basis of Employability

“Employability” was first proposed by the UK Workforce Development Agency, which refers to the ability of an individual to obtain, maintain and switch jobs (Yorke & Knight, 2006). Harvey (2001) further emphasized that employability is not simply an employment result, but a comprehensive reflection of “learning outcomes + personality characteristics + adaptability”. Scholars in China generally define employability as the comprehensive qualities that an individual possesses to achieve career development goals, including knowledge, skills, attitudes and career cognition (Liu et al., 2020; Ma & Chen, 2024; Qu, 2023).

2.2. International Research Review on Employability and Career Guidance

In the field of international higher education research, employability has been widely regarded as an important indicator of the quality of higher education and students’ social adaptability. Yorke and Knight (2006) proposed the famous “USEM model”, which believes that employability is composed of four major elements: general understanding, skills, efficacy beliefs and metacognition. This model emphasizes the core role of students’ active learning, critical thinking and self-reflection in improving employability.

Harvey (2001) believes that employability is not equivalent to employment rate, but the ability of students to obtain, maintain and transform employment opportunities in the ever-changing job market. He emphasized that higher education institutions should be committed to cultivating students’ “transferable skills” such as communication, teamwork, problem solving and adaptability to changes. In terms of career guidance, A prior study analyzed the models of career guidance in the higher education systems of many countries, pointing out that in countries such as the United Kingdom, the Netherlands, and Australia, higher education institutions generally set up independent career development centers (Careers Services) and provide students with systematic employment preparation services through vocational courses, individual counseling, and employer matching.

Bridgstock (2009) further pointed out that in the context of the knowledge economy, students need to have “sustainable employability”, that is, the ability to learn throughout life and manage their career development. She called on higher education institutions to integrate career development education into major courses rather than as an additional service before graduation. In addition, the OECD (2015) proposed the “21st Century Core Competencies Framework”, which clearly regards “employability” as one of the basic qualities of citizens, emphasizing that higher education should shift from knowledge indoctrination to capability construction, and from teacher-led to student-led, in order to enhance students’ comprehensive ability to adapt to future work.

From the existing literature, foreign countries started research on employability earlier, with a more systematic and diverse research perspective, emphasizing the

dynamic nature of employability, individual initiative and its deep integration with the higher education curriculum system. The USEM model proposed by Yorke and Knight (2006) emphasizes the core role of metacognition and self-efficacy in employability, and Bridgstock (2009) introduced the concept of “sustainable employability” and emphasized students’ self-management ability in lifelong career development.

2.3. Dimensions of Employability of English Major Students

In recent years, research on English major students has shown that their employability can be constructed from multiple dimensions. A prior study proposed that the employability model of English majors includes five aspects: English language ability, professional knowledge and skills, cross-cultural communication ability, information technology application ability and professional literacy. Scholars also proposed that students’ problem-solving ability, critical thinking and workplace adaptability should be enhanced to meet the demand of the employment market for “compound language talents”.

2.4. Analysis of the Employment Status of English Major Students in Sichuan Universities

Several surveys have shown that English major graduates in Sichuan universities generally face the problem of “low employment quality and low professional matching” (Gu et al., 2020). The main manifestation is that most graduates are engaged in translation, education, customer service and other jobs, which are not fully matched with the expected foreign-related and international positions. Most English major graduates still choose to work as English teachers, mainly including regular teachers, teachers in training institutions and substitute teachers. Due to the impact of the “double reduction” policy, the number of people employed in education and training institutions may be greatly reduced (Zhu et al., 2023). Weak employment ability is an important reason for this phenomenon, especially the lack of practical experience, unclear career positioning, and weak job-hunting skills. As technology iteration accelerates, new industry jobs continue to emerge, but traditional course content remains at the level of general professional skills training and lacks specialized skills modules for regional pillar industries and emerging fields (Luo, 2025).

2.5. Effective Paths to Improve Employability

The literature generally believes that employability can be improved through curriculum reform, practical teaching, school-enterprise cooperation, etc. Foreign universities generally integrate vocational education with language education, emphasizing project-based learning and practice orientation. Domestic universities such as Nanjing University and Guangdong University of Foreign Studies have also explored ways to improve students’ competitiveness through “workplace English course groups” and “employment training camps” (Huang, Teo & Zhou, 2019). In addition, universities providing systematic career counseling services and building a diversified internship platform have also been proven to be important means to improve employability.

2.6. The Innovation of the Study

Based on the empirical data of 402 English major students in Sichuan Province, this study focuses on the development of regional English major employability. Taking Sichuan universities as the study object, it fills the gap in the research on employability of English majors in western China and has strong local empirical value. The career guidance of higher education institution is mainly short-term career lectures or resume training in the senior year (Gu et al., 2020; Xu, 2022). It lacks systematization, has a low level of specialization, and students are often passively prepared. Especially in the field of English majors, foreign universities usually set up specialized courses based on industry needs (such as tourism, translation, media, and international affairs) (Kettunen & Tynjälä, 2022), while domestic English majors still generally have the problems of “generalized course content” and “lack of application orientation”, and fail to fully guide students to form clear career plans (Du, 2022).

3. Methodology

3.1. Instruments

The self-rating scale used in this study was adapted from O*NET Source Center (2021) and was improved and updated according to the situation of the study subjects. The self-rating scale is a 5-Likert scale with a total of 5 parts. They are demographic information, abilities, skills, and motivation support. Demographic information includes gender, age, and the city from which they come. The most important thing is to understand what kind of work the participants want to do after graduation. The Abilities section includes career exploration, career decision-making, and self-efficacy. The Skills section includes information collecting, employability skills, and thinking (cognitive). There are 128 questions in total.

3.2. Data Collection

Using the “128-items Self-rating Scale”, this study distributed questionnaires to English major students in Sichuan universities and collected a total of 402 valid samples. The questionnaire covers career exploration, career decision-making, self-efficacy, information collecting, employability skills and career cognition, and uses the Likert 5-level scale for scoring. The data were statistically analyzed using SPSS 29.0.

3.3. Data Analysis

This study will use descriptive statistics, Difference analysis, Correlation analysis and Regression analysis to analyze the data. Statistical analysis of the mean and standard deviation of each dimension of the scale was performed to preliminarily evaluate the overall level and weak links of students' employability. Compare the differences in employability between genders through independent sample t-test or one-way analysis of variance (ANOVA). Explore the correlation between the dimensions of employability, as well as the relationship between employability and employment intention, salary expectations and other factors. Establish a multivariate linear regression model to analyze the key factors affecting employability and identify significant predictive variables.

Based on data analysis results and literature, combined with the SWOT analysis method (strengths, weaknesses, opportunities, and threats), targeted improvement strategies are proposed from the three levels of students, universities, and enterprises.

4. Results

This study is based on the quantitative data of 402 self-rating scales of English major students in higher education institutions in Sichuan Province, and uses SPSS 26.0 software for statistical analysis. The specific analysis content includes descriptive statistics, difference analysis and multiple regression analysis, aiming to fully understand the overall level of students' employability, influencing factors and differences. According to the questionnaire feedback, the demographic information of the participants is shown in Table 1.

Table 1: Profiles of Participants.

Category Items	Frequency	Percentage
Gender		
Female	231	57.50%
Male	171	42.50%
Total	402	100.00%
Age		
18-20	187	46.50%
21-22	130	32.30%
Above 22	49	12.20%
Under 18	36	9.00%
Total	402	100.00%
City		
Aba	8	2.00%
Chengdu	36	9.00%
Dazhou	14	3.50%
Deyang	30	7.50%
Ganzi	6	1.50%
Leshan	37	9.20%
Liangshan	7	1.70%
Luzhou	31	7.70%
Meishan	38	9.50%
Mianyang	23	5.70%
Nanchong	31	7.70%
Neijiang	33	8.20%
Panzhihua	32	8.00%
Yaan	20	5.00%
Yibin	27	6.70%
Zigong	29	7.20%
Total	402	100.00%

Among the 402 participants, 231 were female, accounting for 57.5%, and 171 were male, accounting for 42.5%. In terms of age, 187 were aged 18-20, accounting for 46.5%, 130 were aged 21-22, accounting for 32.30%, 49 were aged 22 or above,

accounting for 12.20%, and 36 were aged under 18, accounting for less than 10%. These participants came from 17 prefecture-level cities in Sichuan Province, and the top five cities were Meishan (n=38), Leshan (n=37), Chengdu (n=36), Neijiang (n=33), and Panzhihua (n=32), accounting for more than 8% of the total.

According to the possible career directions of English majors, the self-rating scale sets 7 options which are 1) be an English teacher, 2) take postgraduate study, 3) work in a company, 4) be a translator or an interpreter, 5) work in government, 6) never think about it, and 7) other. See Table 2 for participants' career goals.

Table 2: The Career Goals of the Participants.

Career Goals	Frequency	Percent
Be an English teacher	79	19.65%
Take postgraduate study	22	5.47%
Work in a company	127	31.59%
Be a translator or an interpreter	88	21.89%
Work in government	43	10.70%
Never think about it	20	4.98%
Other	23	5.72%
Total	402	100%

Most of the participants (n=127, 31.59%) want to work in a company after graduation. The next two are jobs related to English major: being a translator or an interpreter (n=88, 32.89%) and being an English teacher (n=79, 19.65%). Another 20 people (4.98%) have not yet thought about what industry they will work in the future.

In order to understand the overall level of employability of English major students, we first conducted a descriptive statistical analysis of each ability dimension, see Table 3.

Table 3: Descriptive Statistical Analysis of each Dimension.

Item	Mean	SD	Max	Min	Full Score
Career exploration ability	35.04	12.113	62	14	70
Career decision-making ability	25.49	8.785	45	10	50
Self-efficacy	99.58	31.352	175	45	210
Information collecting skills	24.84	9.066	44	10	50
Employability skills	80.98	27.642	143	33	160
Thinking/cognitive skills	12.65	4.844	23	5	25
Motivation support	24.72	8.765	44	10	50

Since the number of questions in each dimension test is inconsistent, the total score of each dimension is obtained based on the total number of questions, and then compared with the average value of each dimension. As can be seen from Table 3, the participants' employability skills are relatively average overall. Participants performed relatively well in career decision-making ability (M=25.49, full score 50 points), showing that English majors have certain advantages in making career decisions. Self-efficacy (M=99.58, full score 210 points) is the lowest, indicating that most students lack the recognition or improvement of self-efficacy. In addition, the overall level of information collecting skills and motivation support is also relatively

low, with average values of 24.84 (full score 50 points) and 24.72 (full score 50 points), respectively, which is at a lower-middle level. It can be seen that there is room for improvement in the employability of English majors. The employability skills ($M=80.98$, full score 160 points) to be studied in this study is also in the middle of this table.

In order to explore the influencing factors of employability of English major students, the multiple linear regression method was used for analysis. The employability skills score was taken as the dependent variable, and Career exploration ability, Career decision-making ability, Self-efficacy, Information collecting skills, Thinking/cognitive skills and Motivation support were selected as independent variables.

Table 4: The Model Summary.

R	R Square	Adjusted R Square	Std. Error
0.618	0.382	0.373	21.896

Table 5: The ANOVA.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	117020.401	6	19503.4	40.68	<.001

Table 6: Coefficients.

Predictor	B	Beta	t	Sig.	VIF
(Constant)	15.428		3.436	<.001	
Career exploration ability	0.282	0.124	2.499	0.013	1.562
Career decision-making ability	0.555	0.176	3.498	<.001	1.625
Self-efficacy	0.023	0.027	0.536	0.592	1.575
Information collecting skills	0.557	0.183	3.794	<.001	1.482
Thinking/cognitive skills	1.044	0.183	3.844	<.001	1.448
Motivation support	0.491	0.156	3.286	0.001	1.436

Based on Table 4, Table 5 and Table 6, the results show that the model is significant ($F = 40.68$, $p < .001$), and the regression equation explains 38.2% of employability skills scores ($R^2 = 0.382$). Regression coefficient analysis found that Career exploration ability ($\beta = 0.124$, $p < 0.05$), Career decision-making ability ($\beta = 0.0.176$, $p < 0.001$), Information collecting skills ($\beta = 0.0.183$, $p < 0.001$), Thinking/cognitive skills ($\beta = 0.0.183$, $p < 0.001$), and Motivation support ($\beta = 0.156$, $p = 0.001$) are all significant positive predictors. The collinearity diagnosis results show that the VIF values of each variable are less than 2, indicating that there is no serious multicollinearity problem. Self-efficacy ($\beta = 0.027$, $p = 0.592$) is not significant, indicating that it has no obvious relationship with employability skills. Among them, the unstandardized coefficient of Thinking/cognitive skills is the largest ($B = 1.044$), indicating that it has the highest marginal contribution to employability skills. The model has moderate predictive ability and can provide statistical basis for relevant decisions.

4.1. Suggestion for Improvement Strategies

Based on the above data analysis, it can be seen that the overall employability of English major students in Sichuan universities is at an above-average level, but there

are obvious deficiencies in career exploration ability, career decision-making ability, employability skills (Mehdaoui, 2022; Tong & Gao, 2022), information collecting skills, thinking/cognitive skills and motivation support etc. Combining literature research and actual data results, this study proposes the following improvement strategies from three levels: university education system (Gong, 2021), school-enterprise cooperation mechanism, and student individual development, in order to provide a feasible reference for the construction of employability of English majors in Sichuan universities.

4.2. Improve the Curriculum System and Strengthen Career-oriented Training

In order to effectively improve the employability of English major students, the reform and optimization of the curriculum system is a basic guarantee. At present, there is a general tendency of “focusing on language and neglecting career” and “focusing on theory and neglecting practice” in English majors in universities, which leads to problems such as insufficient application ability, unclear career goals, and weak workplace adaptability when students graduate and enter the workplace. Therefore, it is necessary to start from the three aspects of curriculum structure, teaching methods and career development education to establish a curriculum system that is closer to employment needs.

Introducing project-based and task-driven teaching. Instructors are encouraged to adopt project-based learning, such as “international conference planning exercises”, “business negotiation simulations”, “real-life translation tasks”, etc., so that students can improve their comprehensive employment literacy in “real-life situations + task-driven”.

Embedding a systematic career guidance course module in the curriculum system is the key path to achieve effective connection between “study and employment”. It is recommended to set up “college student career planning” courses in the lower grades (such as freshman and sophomore) to guide students to conduct systematic career exploration according to the four-stage model of “interest assessment-career cognition-path design-action plan”. The course should be supplemented by individual counseling, career interviews, career writing and other teaching activities to help students clarify their personal advantages and career direction as early as possible (Tong & Gao, 2022), form independent planning awareness and growth paths, and effectively enhance their sense of career goals and learning motivation.

4.3. Enriching the Practice Platform and Expanding Internship and Employment Channels

Establishing diversified internship bases. Universities should take the initiative to strengthen their connection with local and regional employers, especially in-depth cooperation with foreign trade enterprises, cross-border e-commerce platforms, translation companies, foreign-related hotels, international education and training institutions, and build internship practice bases covering different job categories. By signing cooperation agreements, clarifying internship responsibilities and evaluation standards, and establishing a stable and sustainable “recommendation-practical training-feedback” closed-loop management mechanism, it will not only ensure the quality of student internships, but also provide a talent selection platform for employers, forming a two-way and mutually beneficial cooperation pattern.

Establish an “internship credit system” to encourage broad participation. Incorporate internship practice activities into the credit management system, encourage students to accumulate internship experience during winter and summer vacations and in on-campus and off-campus projects, and include it in the graduation evaluation or employment ability assessment system to enhance students’ enthusiasm for participation.

Establishing workshops to improve employability skills. It is equally important to build a flexible and efficient platform for improving employability. Universities can regularly organize practical workshops such as “resume optimization and writing guidance”, “structured interview simulation”, “leaderless group discussion training”, and “professional quality improvement training camps”, invite alumni, industry HR, and corporate mentors to participate in training and comments, and provide personalized guidance based on real recruitment scenarios. Through immersive practical simulations and instant feedback mechanisms, students’ expressiveness, self-confidence, and problem-solving abilities in the job search process can be improved, and their overall employment competitiveness can be enhanced.

4.4. Strengthen School-enterprise Collaboration and Promote the Deep Integration of Industry and Education

As the talent training model of colleges and universities gradually transforms to a practice-oriented and results-oriented one, the integration of industry and education has become an important strategy to improve the employability of English major students. Through mechanisms such as school-enterprise resource sharing, curriculum co-construction, and evaluation sharing, it can effectively promote the deep connection between the education chain, talent chain, and industrial chain, and enhance the career orientation and practicality of the courses.

Universities should take the initiative to cooperate with employers and jointly develop “career-oriented” courses based on job competency requirements. For example, they can offer modules such as “Foreign Trade English Job Training”, and “International Exhibition English Practice”. By embedding actual corporate cases and business processes into the teaching process, students’ job adaptability and task execution capabilities can be improved. At the same time, industry and enterprise representatives should be invited to participate in course design, teaching implementation, and student evaluation, so as to truly realize the course development model “starting from job requirements” and make talent training goals more in line with corporate standards.

Encourage the construction of a team of dual-qualified teachers. Dual-qualified teachers are the key support for achieving industry-education integration. Universities should actively introduce industry experts and corporate executives with practical work experience as part-time teachers to bring in the latest industry trends and job skill requirements; at the same time, full-time teachers should be encouraged to participate in corporate internships or project cooperation to deepen their understanding of corporate operating logic and employment needs, thereby improving the practicality and foresight of course design. Through the integration of “corporate experience + educational philosophy”, teachers can more effectively guide students to form professional capabilities and professional qualities that meet workplace standards.

Establish a long-term tracking and feedback mechanism. Curriculum development should not stop at the initial design, and continuous optimization and dynamic

adjustment are essential. Colleges and universities should establish a systematic employer feedback mechanism, graduate employment tracking and alumni interview system, and regularly obtain corporate evaluations of student capabilities and graduate career development trajectory analysis. Based on these empirical data, timely update course content, teaching methods and training objectives to ensure that the curriculum system evolves synchronously with the employment market, and achieve a benign interaction and iterative upgrade between teaching and employment.

4.5. Strengthen Students' Self-planning and Capacity Building

In the current diversified talent market environment, English majors not only need a solid language foundation, but also need to improve their self-planning ability and comprehensive professional quality. In the process of career guidance, universities should systematically build a support path for students' career development from the aspects of concept guidance, practical training and ability integration.

Guide students to form a sense of self-employment. Universities should guide students to set clear career goals as early as possible and enhance their awareness of career decision-making through career planning courses, employment lectures, individualized counseling and other diversified methods (Xu, 2022). Especially in the lower grades, we should focus on stimulating students' career interests, helping them understand industry trends and job requirements, and gradually cultivate their ability to explore independently and actively obtain employment information and resources. At the same time, we should improve students' employment cognition through case analysis, interviews with professional figures, etc., strengthen the awareness of "relying on oneself for employment", and promote their transformation from passive employment to active development.

Encourage participation in high-level practice and competitions. Practice is an important way to improve employability. Universities should encourage English majors to actively participate in high-level competitions such as the "National College English Competition", "Cross-Cultural Communication Skills Competition", and "Resume Challenge". With the help of real contexts and complex tasks, students' language expression, cross-cultural communication, logical thinking and teamwork skills should be tempered. At the same time, we should also attach importance to the organization of internships and training, and jointly build a diversified internship platform with enterprises and institutions to improve students' job adaptability and problem-solving ability.

Promote diversified learning and skill integration. In order to meet the demand for compound talents for future career development, students majoring in English should expand the interdisciplinary ability building path of "English + X". For example, "English + Journalism and Communication" can help students enter the fields of media, public relations, etc.; "English + Data Analysis" can help them be competent for positions such as international business and market research; "English + Educational Technology" can enhance their competitiveness in emerging fields such as smart education and online teaching. Universities should promote the integration of language ability and professional skills by offering cross-disciplinary courses, setting up cross-disciplinary minor modules, and organizing theme workshops, so as to enhance students' ability and confidence to adapt to diverse positions.

5. Conclusion and Implications

Employability has become an important indicator for measuring the quality of talent training in higher education institutions (Abelha et al., 2020). English major education in the new era should not only improve students' language skills, but also focus on the development of comprehensive ability, cross-cultural literacy, professional adaptability and other multi-dimensional aspects (Peng, Zhao & Zhang, 2021; Zhou, 2020). Through the investigation and analysis of this study, it is hoped that it can provide useful reference and practical guidance for Sichuan universities to optimize the talent training system of English majors and enhance students' workplace competitiveness.

5.1. Conclusion

Employability skills is the core competitiveness of English majors in higher education institutions to cope with the complex workplace environment. The higher education institutions of Sichuan should start from multiple dimensions such as curriculum reform, practice expansion, mechanism construction and student self-growth to improve students' career exploration, career decision-making skills to form a multi-level collaborative career ability improvement system. Only in this way can we effectively respond to the era requirement of "employment-oriented" higher education and help English majors achieve higher quality employment and development.

Employability is the core competitiveness of English majors in colleges and universities to cope with the complex workplace environment. Sichuan colleges and universities should start from multiple dimensions such as curriculum reform, practice expansion, mechanism construction and student self-growth to form a multi-level collaborative employment ability improvement system. Only in this way can we effectively respond to the era requirement of "employment-oriented" higher education and help English majors achieve higher quality employment and development (Wang et al., 2023).

5.2. Implications

The results of this study have the following implications for the training of English majors in higher education institutions in Sichuan and other parts of the country: The curriculum reform of English majors should transform from "language knowledge center" to "ability-oriented center" (Chu, Liu & Fang, 2021), especially strengthening the connection with workplace needs; internship and practice platform construction should become an important part of college employability training; higher education institutions should establish a systematic and normalized employment guidance mechanism (Monteiro et al., 2022), especially introducing career awareness education at the lower grade stage; English major students themselves should also enhance their awareness of independent learning and career planning, and actively adapt to the diversified development needs of the market.

5.3. Limitation and Recommendation for Further Study

Although this study is representative and systematic in terms of data samples and empirical analysis, it still has the following shortcomings:

The sample areas and professional types are relatively concentrated, and the

extrapolation is limited. This study is based on universities in Sichuan Province. Although it is regionally representative, it does not cover different English training types such as Sino-foreign cooperation and translation masters. In the future, it can be expanded to more regions and sample types for horizontal comparison.

The research method is mainly quantitative and lacks in-depth qualitative interview support. The study mainly relies on questionnaire data for statistical analysis and does not deeply explore deep influencing factors such as students' subjective experience and internal school policies. Future research can adopt mixed methods, combined with focus groups or case interviews, to enhance the depth and explanatory power of the research.

No longitudinal follow-up study was conducted, and the ability growth path could not be revealed. This study is a cross-sectional analysis and failed to reveal the dynamic changes of students' employability over time, internship experience, and course learning. Subsequent research can try to construct a longitudinal tracking framework to observe the trends and key process of students' ability development.

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