



**CURRENT SITUATION OF EMPLOYABILITY AND
STRATEGIES TO IMPROVE THE EMPLOYABILITY OF THAI
LANGUAGE MAJORS IN CHINESE UNIVERSITY-TAKE YUXI
NORMAL UNIVERSITY AS AN EXAMPLE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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ADMINISTRATION GRADUATE SCHOOL OF BUSINESS
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**CURRENT SITUATION OF EMPLOYABILITY AND STRATEGIES TO
IMPROVE THE EMPLOYABILITY OF THAI LANGUAGE MAJORS
IN CHINESE UNIVERSITY-TAKE YUXI NORMAL UNIVERSITY AS
AN EXAMPLE**

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This Independent Study has been Approved as a Partial Fulfillment of the Requirement
of International Master of Business Administration in Education Management

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Date: 21 / 8 / 2023


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Title: Current Situation of Employability and Strategies to Improve the Employability of Thai Language Majors in Chinese University-Take Yuxi Normal University as an Example

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ABSTRACT

This paper study the concept of the employability of students in majoring Thai language and analyzes the current situation of employability. And three objects were discussed in paper: 1) To establish the employability model of students majoring in Thai language. 2) To analyze the current employment status of Thai language major students to find out the current situation of their employability. 3) To propose some policies to improve the employability of Thai language majors.

Taking quantitative research methods as the research methodology. Through item analysis, exploratory factor analysis, and test of reliability and validity, there are three findings: 1) established an employability model for students majoring in Thai which includes four dimensions: professional theories and skills, professionalism, personality traits, and international perspective. 2) This paper investigated the current employment status of students majoring Thai Using this model, the results show the overall employability of students majoring in Thai is at a medium level. All the students can be divided into five potential categories: "backward", "excellent", "potential", "utilitarian", and "balanced" types. 3) Output suggesting enhancing the employability of Thai language majors, universities should focus on the teachers and students as the main role, based on classroom teaching, to carry out first-class teaching and cultivate students' awareness of participation in scientific research and innovation.

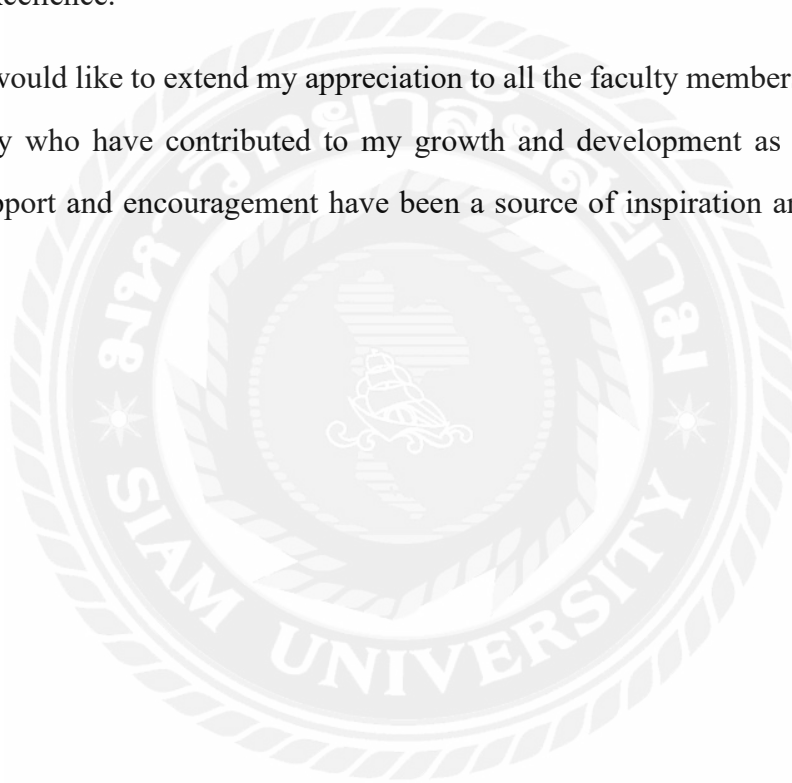
Keywords: employability, students of Thai language major, employability model

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Declaration

I, Song Shiwen, hereby certify that the work embodied in this independent study entitled. “Current Situation of Employability and Strategies to Improve the Employability of Thai Language Majors in Chinese University -Take Yuxi Normal University as an example” is result of original research and has not been submitted for a higher degree to any other university or institution.

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(Song Shiwen)

July 22, 2023



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1. Introduction

1.1 Background

Xi Jinping (2022), General Secretary of the Communist Party of China, stated in the 19th National Congress report that employment is the top priority for citizens. In the government work report at the 20th National Congress, he further emphasized the implementation of the employment priority strategy, strengthening employment policies, improving the public employment service system, providing better support for vulnerable groups, eliminating unreasonable restrictions and discrimination in employment, and ensuring that everyone has the opportunity to achieve self-development through hard work. With the continuous introduction of various employment-related policies, the Thai language-related industry, which has features of a "stable environment" and "market gap," has been regarded by the media as the next hot industry to rise. However, this "good situation" seems to conceal some uncertainties.

Cui (2011) have shown that the level of Thai language graduates professional recognition and job preferences is generally high, but if the structure of their professional recognition is analyzed, it will be discovered that although students have a high understanding of Thai language, their identity and development recognition of this major is low. This complex psychology of "knowing but not approving" seems to profoundly highlight the "dual-high phenomenon" of the employment rate and attrition rate among domestic Thai language graduates. Taking the survey results of the 2021 employment quality report for graduates of higher education institutions directly under the Ministry of Education as an example, language majors rank high in the employment field of undergraduate students, and Thai language majors have a high employment rate.

However, Cheng (2017) the study of six provinces and cities across the country found that more than one-third of Thai language practitioners expressed their intention to leave their jobs, and private enterprises and small and medium-sized enterprises are the "vanguards" and "main force" of attrition among Thai language practitioners. The high attrition rate has always been a difficult problem that needs to be solved urgently for Thai language teaching. Regarding this

situation, many studies have analyzed the reasons from external environmental factors such as salary, promotion channels, work pressure, and social status. However, is the emergence of this dilemma also related to the "supply-demand imbalance" of the coping ability and personal qualities of Thai language practitioners when facing constantly rising occupational requirements, complex and changing public opinion environments, and increasingly intense internal competition pressure, either voluntarily or involuntarily giving up Thai language-related positions? As researchers in higher education institutions, if we can return to the basics and start from the pre-employment training of Thai language students, seek the key to solving this situation in their employment ability, we will have both theoretical innovation and practical urgency.

The "National Standards for Undergraduate Education Majors in General Higher Education Institutions (2018) " by the Higher Education Press of the Ministry of Education clearly states that: (1) Students majoring in foreign languages should possess correct worldviews, outlooks on life, and values, along with good moral qualities, a sense of Chinese sentiment and international vision, social responsibility, humanistic and scientific literacy, a spirit of cooperation, innovative thinking, and basic disciplinary literacy. (2) Students majoring in foreign languages should have the ability to use foreign languages, appreciate literature, engage in cross-cultural communications, think critically, and possess certain research abilities, innovative abilities, information technology application abilities, self-learning abilities, and practical abilities. (3) Students majoring in foreign languages should have the ability to use foreign languages, appreciate literature, engage in cross-cultural communications, think critically, and possess certain research abilities, innovative abilities, information technology application abilities, self-learning abilities, and practical abilities.

The current changes in the Chinese economy have had a significant impact on the economies of ASEAN and the world. China's prominent position in Thailand's economy and trade is evident, and the two established a comprehensive strategic partnership in 2012. Exchange and cooperation in various fields have been extensive and in-depth. As of 2022, China has been Thailand's largest trading partner for nine consecutive years, while Thailand is China's third-largest trading partner among ASEAN countries. Cooperation between China and

Thailand in the context of the Belt and Road Initiative is expected to increase. This will provide a vast job market for Thai-speaking talent, who urgently need to possess an international perspective, familiarity with international rules, and the ability to participate in international affairs and competition. Currently, the employment prospects for Thai language majors in domestic industries are optimistic, and in accordance with the principle of independent career choice and dual selection, their graduates primarily work in government agencies and domestic and foreign enterprises. Graduates with a degree in Thai language can engage in translation, management, and related work in fields such as trade, foreign exchange, cultural education, and tourism.

In the paper "Investigation and Analysis of the Current Situation of Talents Cultivation in Thai Language Major in Yunnan Province," Xiang (2015) pointed out that as an emerging minor language major, more and more people are optimistic about the employment prospects of Thai language and choose to study Thai language as a major. Although Thai language major has a relatively short history, it has developed rapidly and its scope is very broad. In addition to the basic learning and research of Thai language, it also includes Thai economy, trade, tourism, logistics, and so on, providing a wide range of choices for learning and employment. According to the survey, the employment options in China mainly include the Ministry of Foreign Affairs, the Ministry of Commerce, the Central Translation Bureau, and Xinhua News Agency (2022), while the employment prospects abroad are even broader. China is Thailand's main importer and exporter, and there are many foreign companies in Thailand, which provides a broad development space for Thai language talents. Yunnan Province ranks first among Chinese universities in cultivating and delivering Thai language talents to both domestic and foreign markets due to its geographical advantage. Overall, the employment situation of Thai language talents in Yunnan Province is relatively optimistic and has been steadily increasing. However, the continuous expansion and development of the Thai language major has highlighted many problems, such as the increase in the number of students, balanced learning levels, and a shortage of outstanding compound talents, which have caused certain obstacles for the employment of Thai language talents. The problems in the cultivation of Thai language talents urgently need to be solved in order to promote their smooth employment.

The paper "Analysis of the Current Situation of Employment Difficulties for College Students and Improvement of Employment Guidance in Colleges and Universities" by Liu Ye (2018) points out that there are countless professions in society and everyone has many opportunities to choose a career. From another perspective, no profession can meet all of your expectations and desires, and every profession has its limitations. Therefore, the key to college students' employment is to improve their professional matching degree and fully understand the profession and the skills they need to possess. Most college students say, "I like this profession, so I want to pursue it," but they have never thought about whether they have the required level of skills for the profession.

Yuxi Normal University is a provincial full-time undergraduate institution with a clear goal of building a "first-class local application-oriented university". The university takes full-time undergraduate education as its main body and actively develops graduate education, strives to carry out international student education, actively integrates into regional higher vocational education, and gradually builds an integrated system of pre-job and post-job education. The university upholds the school motto of "truth, goodness, beauty, and application", based in central Yunnan, rooted in Yuxi, serving Yunnan, facing the whole country, and radiating Southeast Asia. It has trained nearly 65,000 qualified personnel for local basic education and economic and social development for Yuxi and surrounding areas, making contributions to the development of regional basic education and the economic and social development of central Yunnan. Yuxi Normal University has won honors such as "National Civilization Unit", "National Advanced School for Art Education", "National Advanced University for Arts Education", and "Advanced Unit for Graduate Employment and Entrepreneurship in Yunnan Province". The college has 57 undergraduate majors, including Thai, which is a key construction major in Yunnan higher education institutions. In the long-term process of running the school, the characteristics formed by the Thai major are mainly reflected in two aspects. First, the talent training mode is unique and effective, insisting on Sino-Thai cooperative education and sharing international resources. Students who graduate obtain dual graduation certificates and degree certificates from both Chinese and Thai universities, becoming trilingual application-oriented talents in Thai, English and Chinese, and

having strong competitiveness for cross-border or remote employment. Second, the professional education is remarkably effective. The major has won 10 provincial-level construction projects for Thai majors, three Southeast Asian and South Asian boutique courses at the national level, including "An Overview of Thai Literature", "An Overview of Thailand" and "Thai Phonetics", as well as the first "Yunnan Provincial Demonstration Center for Small Language Talent Cultivation Major" and "Yunnan Provincial Excellent Small Language Teaching and Research Office". Yuxi Normal University began to enroll Thai majors in 2006 and has trained nearly 2 thousand of Thai language professionals. At the same time, Yuxi Normal University has 30 overseas internship bases, providing broad internship and further education opportunities.

1.2 Problem of study

This paper focuses on the topics of employability of students in Thai language majors and mainly solves three problems.

According to the current situation of Thai language major education construction, Xiang Xiaoyan (2015) pointed out in the paper "Investigation and Analysis of the Current Situation of Talents Cultivation in Thai Language Major in Yunnan Province" that as an emerging minority language major, more and more people have high expectations for the employment prospects of Thai language and choose to study Thai language major. However, there is still no established comprehensive theoretical system or operational employability assessment system.

Since there is currently no standard employability model for Thai language majors, the understanding of their actual employability is not clear and comprehensive.

Due to insufficient understanding for the employability situation of Thai language major students in schools and teachers, in teaching activities, teachers can't carry out targeted teaching well. and the school cannot effectively guarantee the management of students.

1.3 Object of the study

This research “Current Situation of Employability and Strategies to Improve the Employability of Thai Language Majors in Chinese University-Take Yuxi Normal University as an example” include three objects below:

1. To establish the employability model of students majoring in Thai language.
2. To analyze the current employment status of Thai language major students to find out the current situation of their employability.
3. To propose some policies to improve the employability of Thai language majors to improve the employability of student majoring in Thai language.

1.4 Scope of the study

Yuxi Normal University is a provincial full-time undergraduate institution with a clear goal of building a "first-class local application-oriented university". The university takes full-time undergraduate education as its main body and actively develops graduate education, strives to carry out international student education, actively integrates into regional higher vocational education, and gradually builds an integrated system of pre-job and post-job education.

The University offers 57 undergraduate majors, among which Thai Language is a key construction major in Yunnan Province. In the long-term process of running the school, the unique and effective talent cultivation model is embodied in two aspects of Thai Language major. First, it insists on Sino-Thai cooperative education and shares international resources. Graduates receive dual graduation certificates and diplomas from the two schools in China and Thailand, and are applied professionals with competency in Thai, English, and Chinese, who can work across the country or overseas with strong competitiveness. Second, the Thai language major has been remarkably effective in its teaching. It has won 10 provincial-level projects for Thai Language major construction, and three national-level excellent courses in Southeast Asian and South Asian areas: "Overview of Thai Literature", "Overview of Thai Nationality", and "Thai Phonetics". Furthermore, the college has been named as a "Yunnan

Province Demonstration Center for Small Language Talent Cultivation" and an "Excellent Small Language Teaching and Research Room in Yunnan Province".

Yuxi Normal University began to enroll Thai majors in 2006 and has trained nearly 2 thousand of Thai language professionals. At the same time, Yuxi Normal University has 30 overseas internship bases, providing broad internship and further education opportunities.

1.5 The significance

Theoretical significance: This study establishes a model for the employability of Thai language majors through interdisciplinary, multi-perspective, and multi-level discussions and analyses. It collects and organizes data to propose a set of effective countermeasures and recommendations, thereby possessing a certain academic theoretical value.

Practical significance: For the first time in this article, the employment competitiveness of Thai language major students is presented in a data-oriented manner. Through data, the abilities of Thai language major students are more accurately and effectively demonstrated, which can provide targeted teaching plans for future students' education activities. This article has certain practical significance.

2. Literature review

This study aims to establish the employability model of students majoring in Thai language, and analyze the current employment status of Thai language major students to find out the current situation of their employability, final propose some policies to improve the employability of Thai language majors to improve the employability of student majoring in Thai language. The author will conduct research based on the following theories, literature, and other relevant materials:

2.1 Definition Employability

2.1.1 Definition of Employability

2.1.2 Thai Language Major in Chinese University

2.1.3 Employability Model

2.2 Questionnaire theories

2.2.1 An overview of the questionnaire survey method

2.2.2 Advantages of the questionnaire method

2.2.3 Theoretical framework

2.1 Definition of Employability

2.1.1 Definition of Employability

The concept of employability was first proposed by Beveridge (1944) in the UK from his discussion of the causes of unemployment problems in British society at that time. Its function is to determine whether workers have the ability to work. The research ideas of foreign scholars on employability has gone through a path of development from work attitude, work ability, and work characteristics since the 1950s. The research focus has accordingly shifted from how to enable workers to obtain and maintain employment opportunities to how individuals can maintain employability to adapt to the rapidly changing work and social environment. Chinese research on employability mainly began in 2000, The research objects focused on college

students, and the research content focused on connotation analysis and strategy training. Scholars generally believe that the concept of employability should be expanded from work-related skills to a series of resources and traits related to the positions. And through strategies such as setting employment courses, establishing employment concepts, and creating an employment environment, enhancing comprehensive abilities to enhance students' employability.

In the study of employability, an indispensable aspect is to clarify the structural components of employability measurements. Currently, there are three approaches to measuring the employability of college students in my country. One is to directly divide the structure of employability based on the talent training of national or local undergraduate colleges; second is to directly analyze the current situation and influencing factors of the employability of domestic college students by referring to a certain employability model of Western scholars. Third, modifying a certain employability model of Western scholars based on students' cultivation characteristics or influencing factors of employability. The trends and results of existing studies show that there are still three areas for improvement in the measurement of college students' employability: Firstly, the existing studies are all based on a single theoretical model, failing to fully consider the degree of matching between foreign theoretical frameworks and the measurement of domestic college students' employability, and failing to fully integrate and give full play to the advantages and characteristics of different theoretical system; The second issue is that the current research mainly focuses on the general group of university students, ailing to thoroughly examine the structural context of employability within specific categories or professional student groups. Particularly, there is few research on the precise measurement of employability of Thai majors. Thirdly, in a small number of studies on the employment capacity structure of a certain group of college students, researchers have shown a rather rigid approach in embedding professional contexts into structural indicators, with insufficient exploration of characteristics in the connotation of the structure. Moreover, there has been an excessive focus on the importance of knowledge and skills in employment competition, while neglecting the implicit effects of personality trait and international perspective in the employment capacity structure.

As mentioned above, focusing on the cultivation of employability of Thai language majors may contribute to a certain extent in addressing the issues of attrition among professionals in this field and the difficulty faced by employers in recruiting personnel. However, at present, there is still a lack of a structured model for evaluating the employment capability of Thai language major students, which should be compatible with the theoretical concepts of the discipline and adaptable to the specific requirements of the job market, so as to scientifically assess their employment situation. Therefore, this study attempts to construct an employability model based on a multi-dimensional theoretical framework that reflects the unique content of the Thai language profession and comprehensively considers factors such as the pre-employment professional competence and post-employment job matching of Thai language students. This model will be used to evaluate the current situation, influencing factors, and improvement paths of their employability.

2.1.2 Thai Language Major in Chinese university

The study of Thai language focuses primarily on the fundamental theories and knowledge related to the Thai language, including grammar, oral proficiency, culture, and history of Thailand and other Thai-speaking countries. Students will receive training in listening, speaking, reading, writing, and translating Thai, while engaging in teaching and research related to the language. Also known as Dai language, Thai is predominantly spoken by the Dai-Tai ethnic group and can be found in countries such as Thailand, Laos, Myanmar, northwestern Vietnam, northwestern Cambodia, southwestern China, and northeastern India. The main courses are "Basic Thai", "Advanced Thai", "Practical Thai", "Thai Phonetics", "Thai Listening", "Thai Spoken", "Thai Reading", "Thai Writing", "Translation Theory and Practice", "Thai History and Culture".

The Yuxi normal university offers 57 undergraduate majors, among which Thai Language is a key construction major in Yunnan Province. In the long-term process of running the school, the unique and effective talent cultivation model is embodied in two aspects of Thai Language major. First, it insists on Sino-Thai cooperative education and shares international resources. Graduates receive dual graduation certificates and diplomas from the two schools in China and Thailand, and are applied professionals with competency in Thai, English, and Chinese, who

can work across the country or overseas with strong competitiveness. Second, the Thai language major has been remarkably effective in its teaching. It has won 10 provincial-level projects for Thai Language major construction, and three national-level excellent courses in Southeast Asian and South Asian areas: "Overview of Thai Literature", "Overview of Thai Nationality", and "Thai Phonetics". Furthermore, the university has been named as a "Yunnan Province Demonstration Center for Small Language Talent Cultivation" and an "Excellent Small Language Teaching and Research Room in Yunnan Province".

2.1.3 Employability Model

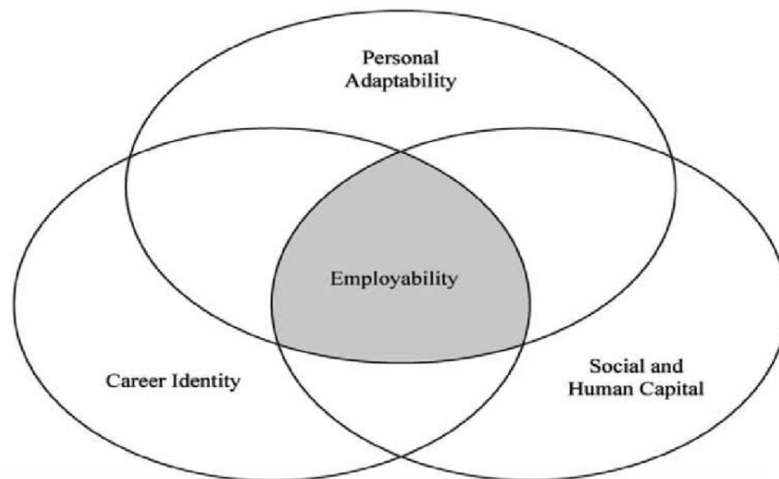
There is no unified standard for measuring the employability of college students. Researchers have summarized three influential theoretical models through literature analysis: the USEM model (Knight 2004), which emphasizes "professional competency orientation", the Career EDGE model (Pool 2007), which emphasizes "career development orientation", and the psycho-social model (Fugate 1977), which emphasizes "individual traits orientation". Some of the theoretical systems and structures in these three models can be referenced, but they also reflect a lack of fit with the Thai language major and Chinese employment market background. Therefore, this study will make revisions and clarifications based on the above three theoretical models.

The USEM model constructs an employability model composed of disciplinary understanding, skills, self-efficacy and metacognitive ability. The structure of this model emphasizes the understanding and monitoring of self in terms of professional knowledge and skills, but does not pay enough attention to the employment quality required by the market and position. Based on the unique curriculum and cultivate mode of Thai language majors, the researchers believe that the mastery of professional theories and skills included in the model is an indispensable foundational aspect in the employability structure of Thai language major students, so the first dimension is proposed—**professional theories and skills**, Specifically, the core courses that Thai language majors are required to master include "Thai Phonetics," "Basic Thai," and other essential theoretical knowledge and skills. Under unique job requirements, professional theories and skills is a crucial prerequisite for every job seeker and is also an **external factor** in the employability structure of this study.

The Career EDGE model proposed by Pool and Sewell consists of four dimensions: career development learning, experience of work and life, degree subject knowledge and skills, and generic skills. This model structure puts more emphasis on the skills and experience students must have in their careers. Based on the special requirements of Thai language positions and the degree of fit between the theoretical structure and the two aspects of career development learning, experience of work and life, the researcher proposes the second dimension of employability structure for Thai language major students—**Professionalism**. This refers to the abilities and personal traits that students should possess in addition to subject-specific knowledge and skills during the job search process and throughout their careers, specifically focusing on the application of computer multimedia technology demonstrated by students in pre-employment, the exhibition of interpersonal traits in specific job positions, and the abilities and traits of obtaining information, preparing for exams, and performing under pressure during job recruitment. Good professionalism is an important factor for obtaining a job and gaining a firm foothold in the job, and it is also an **external factor** in the employability structure.

The Psycho-social employability model proposed by Fugate et al. divides employability into three elements: career identity, personal adaptability, and social and human capital. Compared with the previous two models, the Psycho-social model emphasizes the importance of individual traits in employment to a greater extent. The Educationist Parsons(1909) once said: "In education, everything is based on the personality of the educator." As the cradle for cultivating cross-lingual and cross-international workers, the Thai major also pays special attention to the cultivation of students' personality and feelings in the process of cultivating students, which aligns with the "people-oriented" concept approach in psycho-social employability theory.

Figure 2-1 Psycho-social employability model



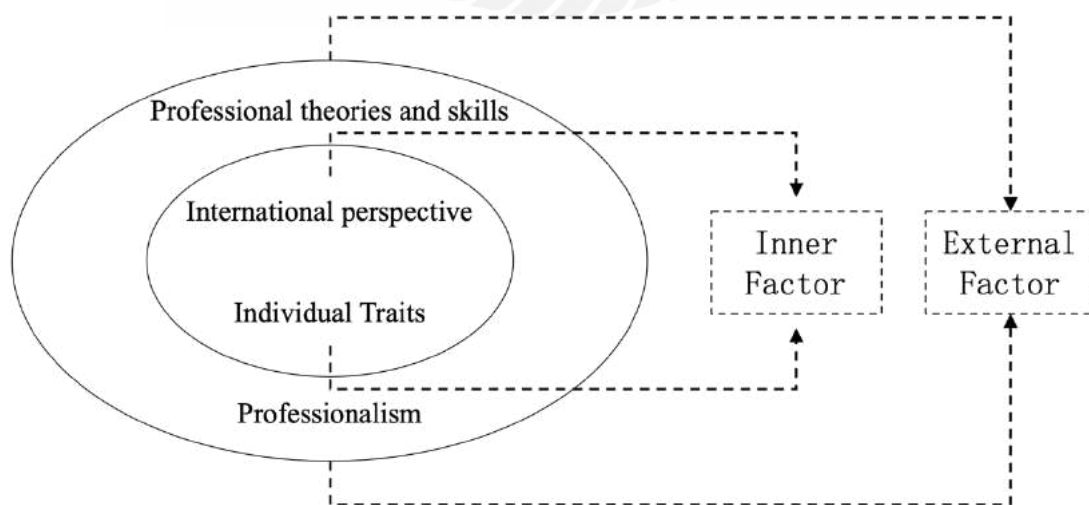
As the subject of employability, jobhunter must consider the compatibility and adaptability between themselves and the profession, whether it is based on personal traits, environment, salary, or nature of the work. In the book "Choosing a Career" (Parsons 1909) pointed out that "matching a career is the focus of career choice". He believes that everyone has their own personality, which forms corresponding personality traits. Each person's personality traits are different, and career intentions will be formed in the process of looking for a job. It can be seen from this that personality traits have a facilitating effect on the adaptation to job requirements, and different positions require different personality traits. By drawing upon the personal adaptability dimension of the psycho-social model, researchers propose the third dimension in the employability structure of Thai language major students— **individual traits**, and it is also an **inner factor** in the employability structure. It mainly refers to the unique personality characteristics that Thai language majors should have based on "job matching". Specifically, in terms of students' pre-employment performance, it refers to what personality traits they show when they cope with and deal with various problems or relationships in learning and practice at school. These personal traits inevitably have specificity and distinctiveness, so it is appropriate to consider them as a personality aspect of employability.

Considering China's cultural environment, employment market, and social demands, and in conjunction with the "National Standards for Undergraduate Teaching Quality of Ordinary Universities and Colleges" (2018) issued by the Ministry of Education, it is not difficult to see

that the international perspective and experience of Thai language professionals as personal traits have become increasingly important in employment. By drawing upon the **career identity** dimension of the psycho-social model, researchers propose the third dimension in the employability structure of Thai language major students—**international perspective**, and it is also an **inner factor** in the employability structure. The focus is on Thai language majors who not only have a passion for the Thai language and culture but also possess the ability to engage in international communication and collaboration. Additionally, they are expected to continuously develop themselves in their professional field. As a motivation aspect in the structure of employability, its importance in employability is self-evident.

In conclusion, the theoretical model of employability for Thai language majors in this study consists of four dimensions: professional theories and skills, professionalism, individual traits, international perspective. As shown in Figure 2-2, individual traits and international perspective are inner factors in employability structure. It points to the upper limit level of individual employment capability. An employee who demonstrates depth, warmth, and an inherent passion for their position in their career is more likely to be favored by employers and driven to develop their career with enthusiasm and mission. But at the same time, Thai major is a "practical" major, employees who use Thai in their work are a "professional" industry, and "professional theories and skills" and professionalism are the lower limit of the employability structure, the role of basic guarantee cannot be ignored.

Figure 2-2 The theoretical model of employability of Thai language majors



2.2 Questionnaire theories

2.2.1 An overview of the questionnaire survey method

Questionnaire method is the most common and common method in social surveys to study social issues in the world. A questionnaire is a form of questioning designed for a specific target group. The questionnaire method is a measurement and testing method that needs to collect specific design questions. By restricting the design of the questionnaire, it can quantify the social issues involved in in-depth research from multiple dimensions and multiple perspectives. The questionnaires were distributed to the established respondents through website, emails, and offline face-to-face, and the respondents were free to fill in the questionnaires. Generally, questionnaires need to be more detailed, clear and controllable than interview forms. (Nigel 2007) .

2.2.2 Advantages of the questionnaire method

Tony (2015) discuss that: First, it can save labor costs and time costs to the greatest extent. The results of this research method are easier to quantify and standardize. The questionnaire method is a structured research method that uses pre-designed questions to present relatively formatted answers expressed in words. Therefore, the method is easy to quantify. Second, this method makes it easier to generalize the collected data through analytical tools. Third, the method can perform data collection in batches. This method can more objectively reflect the respondents' attitudes towards a given issue, and the anonymous form protects the respondents' privacy.

3. Methodology

3.1 Questionnaire method

3.1.1 Data sample

This study conducted a survey on Thai major students from the first year to the fourth year at Yuxi Normal University using a self-designed questionnaire, and used the survey data to test the measurement of the theoretical model. The reason for choosing all four grades of students as the research subjects, rather than only selecting the third and fourth grades, is because of the unique characteristics and special nature of the employability structure and talent training in Thai language major.

Sample 1: A total of 130 Thai language majors from freshman to senior year of Yuxi Normal University were selected as participants. Excluding the scales whose answering time was less than 120 seconds and the same answer for the entire scale, a total of 122 valid questionnaires were obtained. Among them are 41 boys and 81 girls; 28 freshmen, 32 sophomores, 30 juniors and 32 seniors. This part of the data was used in item analysis and exploratory factor analysis of employability model.

Sample 2: A total of 280 Thai language major students were randomly selected from Yuxi Normal University for the study. After removing the scale with response times less than 120 seconds and those who chose the same answer for the entire test, a total of 266 valid questionnaires sets were obtained. Among them, there were 78 male students and 188 female students; 52 freshmen, 69 sophomores, 78 juniors, and 67 seniors; 189 rural-oriented normal students and 77 non-oriented normal students; 16 students had very few social practice experiences, 52 students had relatively few experiences, 90 students had average experiences, 77 students had relatively many experiences, and 31 students had many experiences. This part of the data is used in the validity analysis and internal consistency analysis of employability model and the employment status survey.

Sample 3: Among the test participants in sample 2, 100 participants were randomly selected to be tested again after a two-week interval. There are 30 boys and 70 girls; 15

freshmen, 25 sophomores, 30 juniors and 30 seniors. This part of the data will be used in the test-retest reliability test of employability model.

3.1.2 Questionnaire Scale development process.

Researchers conducted in-depth interviews with 5 human resource managers from enterprise, 6 graduates of Thai language majors, and 5 Thai language lecturer or professors from Yuxi Normal University, around the topic of "acquiring, maintaining, and developing the necessary skills for employment". On one hand, the interviews aimed to further validate the appropriateness of the theoretical model from a "qualitative" practical perspective. On the other hand, the interviews aimed to establish measurement indicators for the dimensions of the model. On one hand, continue to verify the appropriateness of theoretical models from a qualitative practical level, and on the other hand establish measurement indicators for the dimensions of the model. During the interview, the HR manager of the enterprise emphasized the importance of "affinity and generous self-presentation" in recruitment interviews. "When communicating with clients, it is important to maintain professional and forward-looking, and an international perspective on issues, and to engage in international communication." "One should have an outstanding professional skill in their work. Graduates of the Thai language major pointed out in the interviews that they need to have "the ability to deal with any sudden incident", "the ability to resist pressure in the face of continuous challenges", "the skills to effectively communicate with colleagues", "office skills of multimedia and information technology", "international ability to communicate"; During an interview, university teachers emphasized the importance of cultivating students' reflective thinking ability in theoretical practice, their ability to integrate information resources, and their ability to continuously innovate and research before entering the workforce. Researchers believe that the actual interview results mentioned above are largely consistent with the dimensional of the theoretical model of employability. Therefore, high-frequency vocabulary such as "resource acquisition" "teamwork," "self-presentation," and "office skills" mentioned during the interviews are established as measurement indicators for professionalism. High-frequency vocabulary such as "Professional theory", "professional skills" and "integrated reflection" mentioned during the interviews are established as measurement indicators for Professional theories and skills. High-

frequency vocabulary such as "Strain resilience", "resistance to pressure" and "empathy" mentioned during the interviews are established as measurement indicators for Individual Traits. High-frequency vocabulary such as "continuing learning", "career mission", "international perspective", and "international communication and cooperation" mentioned during the interviews are established as measurement indicators for international perspective.

Based on the aforementioned theories and disciplinary characteristics, several basic principles have been established for the development of the measurement scale. Firstly, the target participants. This scale is aimed at students majoring in Thai language, therefore students who do not major in Thai language and non-university groups are not applicable to this scale. Secondly, Second, the content of the scale. The questionnaire items are created based on the dimensions and indicators established through the theoretical model and in-depth interviews. It should be noted that the measurement of employment competence in university students does not necessarily refer to their specific job skills, but rather the combination of knowledge, skills, and personality traits that they have acquired through learning and practical experiences during their school period. This enables them to adapt to the requirements of future job positions and career environments. Thirdly, regarding question presentation. A self-presentation scale was used to evaluate the employability level of Thai language major students. The scale is expressed clearly and concisely, without any suggestive language or ambiguity, and each item is expressed independently of the others.

Prepare the forecast questionnaire based on the above principles. After being evaluated and revised by experts on the scale, 28 pre-test questions were finally formed. The test questions adopt the Likert seven-point scoring method, and the answers are divided into seven levels: completely inconsistent, relatively inconsistent, basically inconsistent, uncertain, basically consistent, relatively consistent, completely consistent. These levels correspond to scores ranging from 1 to 7. The average score of the item is the employability score of Thai language majors, and the higher the score, the higher the employability level.

3.1.3 Construction of employability model for Thai language majors

1) Questionnaire Item Analysis

Item analysis is carried out on the data of sample 1, the critical ratio method and the homogeneity test method will be used to remove any unsuitable questionnaire items. In the part of the critical ratio method, through the difference test of the high and low groups, the decision value (CR) of each topic is used to understand the discrimination of each topic. In the part of homogeneity test, the correlation between the item and the total score of the scale, the factor loading of the item in the common factor of the scale, and the reliability test are used to understand the homogeneity of each item and other items, so as to as a basis for screening and revising topics. The specific results are shown in Table 3-1. Questions 6 and 7 have decision values that are lower than 3.5 and a correlation with the total score of less than 0.4, therefore they will be removed. The difficulty and discrimination of the other items on the scale meet measurement standards.

Table 3-1 Items Analysis Summary Table

Item	Extreme group comparison	Homogeneity test				Factor load	Unmet indicators	Mark
	CR	The items are related to the total score.	Calibrate items are related to the total score	α value after item deletion	Common			
Q1	7.677	0.616**	0.579	0.937	0.422	0.61	—	Accept
Q2	6.602	0.594**	0.556	0.937	0.599	0.613	—	Accept
Q3	7.506	0.648**	0.613	0.936	0.698	0.672	—	Accept
Q4	8.58	0.710**	0.679	0.935	0.677	0.729	—	Accept
Q5	9.397	0.692**	0.66	0.936	0.634	0.705	—	Accept
Q6	-1.038	-0.12	-0.183	0.946	0.76	-0.195	5	Reject
Q7	2.619	0.217**	0.147	0.943	0.697	0.155	5	Reject
Q8	10.116	0.693**	0.661	0.936	0.711	0.7	—	Accept
Q9	7.758	0.568**	0.526	0.937	0.685	0.57	—	Accept
Q10	6.384	0.540**	0.5	0.938	0.637	0.546	—	Accept
Q11	6.64	0.627**	0.593	0.936	0.633	0.634	—	Accept
Q12	8.659	0.667**	0.632	0.936	0.649	0.663	—	Accept
Q13	8.491	0.689**	0.663	0.936	0.675	0.7	—	Accept
Q14	6.758	0.597**	0.558	0.937	0.602	0.603	—	Accept
Q15	12.335	0.785**	0.763	0.935	0.72	0.792	—	Accept
Q16	10.085	0.769**	0.745	0.935	0.723	0.776	—	Accept
Q17	8.049	0.655**	0.619	0.936	0.597	0.666	—	Accept
Q18	9.979	0.750**	0.726	0.935	0.709	0.762	—	Accept
Q19	6.332	0.580**	0.543	0.937	0.507	0.592	—	Accept
Q20	10.673	0.805**	0.786	0.935	0.733	0.808	—	Accept

Q21	10.811	0.772**	0.745	0.935	0.731	0.774	—	Accept
Q22	5.585	0.484**	0.426	0.939	0.584	0.46	—	Accept
Q23	10.835	0.708**	0.673	0.935	0.748	0.689	—	Accept
Q24	7.148	0.611**	0.569	0.937	0.734	0.61	—	Accept
Q25	11.301	0.753**	0.723	0.935	0.794	0.736	—	Accept
Q26	16.874	0.788**	0.767	0.935	0.743	0.786	—	Accept
Q27	11.305	0.687**	0.658	0.936	0.799	0.682	—	Accept
Q28	9.641	0.657**	0.622	0.936	0.627	0.648	—	Accept
Std.	≥3.500	≥0.400	≥0.400	≤0.939	≥0.200	≥0.450	—	—

2) Exploratory factor analysis

Analyzing the remaining 26 questions after item analysis, exploratory factor analysis was conducted using principal component analysis and maximum variation axis factor analysis. As a result, the KMO value was 0.923 and the Bartlett sphericity test value was 2452.851 with a significance level of $p < 0.01$, indicating suitability for factor analysis. According to the screening criteria of factor load less than 0.5, high load items on multiple factors, and less than 3 items on a certain factor, a total of 6 items that did not meet the criteria were deleted after three rotations. Finally, 20 test questions are reserved, which belong to 4 dimensions. The specific results are shown in Table 3-2. The first factor is named professionalism, with a total of 6 test items; the second factor is named professional theories and skills, with a total of 6 test items; the third factor is named international perspective, with a total of 4 test items; and the fourth factor is named individual traits, with a total of 4 test items. The data analysis results confirm the rationality of the model dimensions by the research.

Table 3-2 Factor Analysis Loading Table

Question	Professionalism	Professional theories and skills	International perspective	individual Traits
I have access to extensive information on the job market and job opportunities	0.762	—	—	—
I can show myself generously in various interview activities	0.719	—	—	—
I am proficient in using Office or WPS and other office software.	0.711	—	—	—
I like to groom myself and take great care of my appearance	0.660	—	—	—
In practice I can demonstrate leadership and offer to help my peers	0.564	—	—	—

In practice I can build trust and cooperation with mentors and clients	0.527	—	—	—
I can master the theoretical knowledge learned in professional courses	—	0.770	—	—
I enjoy resolving practical challenges through academic research.	—	0.770	—	—
In practice, I can observe and record customer needs using my professional knowledge.	—	0.623	—	—
I have at least one outstanding professional skill, such as ancient Thai language or Thai law etc.	—	0.587	—	—
I am good at reflecting on the harvest and existing problems in practice	—	0.561	—	—
I will actively participate in subject projects or subject competitions related to my major	—	0.511	—	—
I have a great passion for Thai language and am willing to devote myself to pursuing a lifelong career in a Thai-related field.	—	—	0.759	—
During the internship, I found the overall atmosphere of the company to be very welcoming.	—	—	0.709	—
I have many foreign friends who speak Thai.	—	—	0.697	—
I am willing to continue my academic pursuits after work.	—	—	0.662	—
Dealing with trivial matters does not make me weary.	—	—	—	0.765
I am able to handle stress calmly, as I trust in my ability to manage problems.	—	—	—	0.680
I am skilled at preventing myself from getting angry by considering issues from the other person's perspective.	—	—	—	0.652
In practice I can easily get along with my colleagues	—	—	—	0.523
Characteristic values	10.380	1.584	1.271	1.173
Contribution rate	45.130	6.886	5.526	5.098
Cumulative contribution rate	45.130	52.016	57.542	62.640

3.2 Data collection and analysis methods

3.2.1 Data collection

The WJX which is a survey platform can help distribute the questionnaire. In the preface section, explain the research significance and answer rules to the respondents. And delete invalid questionnaire with too short answer time or same answer. After data collection, use SPSS 26.0 software to analyze the items, conduct exploratory factor analysis and test internal

and external reliability of the predictive scale; use Mplus 7.0 software to conduct confirmatory factor analysis of the predictive scale, and then determine all the measurement items of the formal scale.

3.2.2 Data analysis method

The returned questionnaire was further analyzed by SPSS tool. The analysis methods involved include descriptive statistical analysis, factor analysis, reliability and validity analysis, multicollinearity analysis, correlation analysis, mediation effect analysis, and moderating effect analysis. Among them, descriptive statistics are mainly carried out according to the city scale and the educational aspect of the respondents.

Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is a measure of scale reliability. A "high" value for alpha does not imply that the measure is unidimensional. If, in addition to measuring internal consistency, you wish to provide evidence that the scale in question is unidimensional, additional analyses can be performed. Exploratory factor analysis is one method of checking dimensionality. Technically speaking, Cronbach's alpha is not a statistical test – it is a coefficient of reliability (or consistency).

Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Below, for conceptual purposes, we show the formula for the Cronbach's alpha.

$$\alpha = \frac{N\bar{c}}{\bar{v} + (N - 1)\bar{c}}$$

Here N is equal to the number of items, \bar{c} is the average inter-item covariance among the items and \bar{v} equals the average variance.

One can see from this formula that if you increase the number of items, you increase Cronbach's alpha. Additionally, if the average inter-item correlation is low, alpha will be low. As the average inter-item correlation increases, Cronbach's alpha increases as well (holding the number of items constant).

The Kaiser–Meyer–Olkin (KMO) test is a statistical measure to determine how suited data is for factor analysis. Henry Kaiser introduced a Measure of Sampling Adequacy (MSA) of factor analytic data matrices in 1970. Kaiser modified it in 1974.

$$KMO = \frac{\sum_{j \neq k} \sum r_{jk}^2}{\sum_{j \neq k} \sum r_{jk}^2 + \sum_{j \neq k} \sum p_{jk}^2}$$

According to the above formula, the criteria for determining KMO and sphericity data values are as follow:

Table 3-3 KMO and Bartlett sphericity test chi-square value comparison table

Test category	Value Range	Factor analysis
KMO	>0.9	perfect suitable
	0.8~0.9	very suitable
	0.7~0.8	suitable
	0.6~0.7	barely suitable
	0.5~0.6	Not very suitable
	<0.5	Not suitable
Bartlett P value	>=0.01	Suitable

4. Finding

Based on the data collected in the previous chapter, The purpose of this chapter is to test the reliability and validity of the collected data in a scientific method through the guidance of methodology, to prove the rationality and validity of the questionnaire. We verify the relationship among the related dimension in employability model. The result of this research:

1. To build the employability model of Thai language major.
2. Explored the real employment situation of graduates of Thai language.
3. Proposed strategies to enhance employment competitiveness.

4.1 Employability model of Thai language majors in Higher Education

4.1.1 Validity analysis

Conducting a confirmatory factor analysis on the questionnaire scale based on data from Sample 2. Firstly, the four dimensions of professionalism, professional theories and skills, individual traits, and international perspective are verified separately. Then verify the overall structure of the employability of Thai language majors. The results are shown in Table 3-3. The values of four dimensions is between 1 and 3, the values of CFI and TLI are greater than 0.9, and the values of SRMR and RMSEA small than 0.08, All indicators are up to standard, indicating that the structure fit of each dimension of the scale is good. In the structural model fitting indicators of the whole scale, χ^2/df is 2.293, which is between 1 and 3.

The values of CFI and TLI are greater than 0.9, and the values of SRMR and RMSEA are smaller than 0.08. Combining these indicators can show that the scale structure is rigorous, and the quality of the structural model fitting is high.

Table 4-1 The model fitting indices of each dimension and scale as a whole

Dimensions	χ^2	df	χ^2/df	RMSEA	CFI	TLI	SRMR
Professionalism	17.995	8	2.249	0.064	0.990	0.981	0.020
Professional theories and skills	12.820	5	2.564	0.071	0.992	0.984	0.015
Individual Traits	5.369	2	2.684	0.074	0.993	0.978	0.016

International perspective	5.804	2	2.902	0.079	0.994	0.983	0.014
Employability	376.143	164	2.293	0.065	0.941	0.949	0.040

Further text the convergent validity and discriminant validity of the dimensions of the scale. The results are shown in Table 4-2. The extracted average variance explained (AVE) for all dimensions are greater than 0.5, with a construction reliability (CR) greater than 0.8. This indicates that each dimension has a good explanatory power for the subject matter, and all variables have good convergent validity. The square root value of AVE indicates that the average correlation among items in each dimension of convergent validity is greater than the correlation between this dimension and other dimensions, The square root value of the AVE of professionalism is 0.776, greater than the correlation coefficient between it and the other three factors. Similarly, professional theories and skills, individual traits, and international perspective have the same results. This indicates that the discriminant validity of each dimension of the questionnaire scale is good.

Table 4-2 Analysis of Convergent Validity and Discriminant Validity.

Dimension	CR	AVE	Dimension			
			professionalism	professional theories and skills	individual traits	international perspective
professionalism	0.900	0.602	0.776	—	—	—
professional theories and skills	0.919	0.655	0.566	0.809	—	—
individual traits	0.839	0.566	0.560	0.617	0.752	—
international perspective	0.882	0.653	0.531	0.584	0.578	0.808

Noted: The square root value of the AVE is bold.

4.1.2 Reliability analysis

Based on the data from sample 2, Using Cronbach's alpha coefficient and split-half reliability to test the internal consistency of the questionnaire scale. The results are shown in Table 4-3. The overall reliability coefficient of this scale is 0.965, and the internal consistency coefficients of each dimension are all above 0.8, indicating a higher degree of internal consistency of the scale. After a two-week interval, a test was conducted on the data of sample

3, and the results showed a test-retest reliability of 0.947. The coefficient values of the four dimensions included are all greater than 0.8, indicating that this scale has high stability and good retest reliability.

Table 4-3 Questionnaire Scale Reliability Indicators

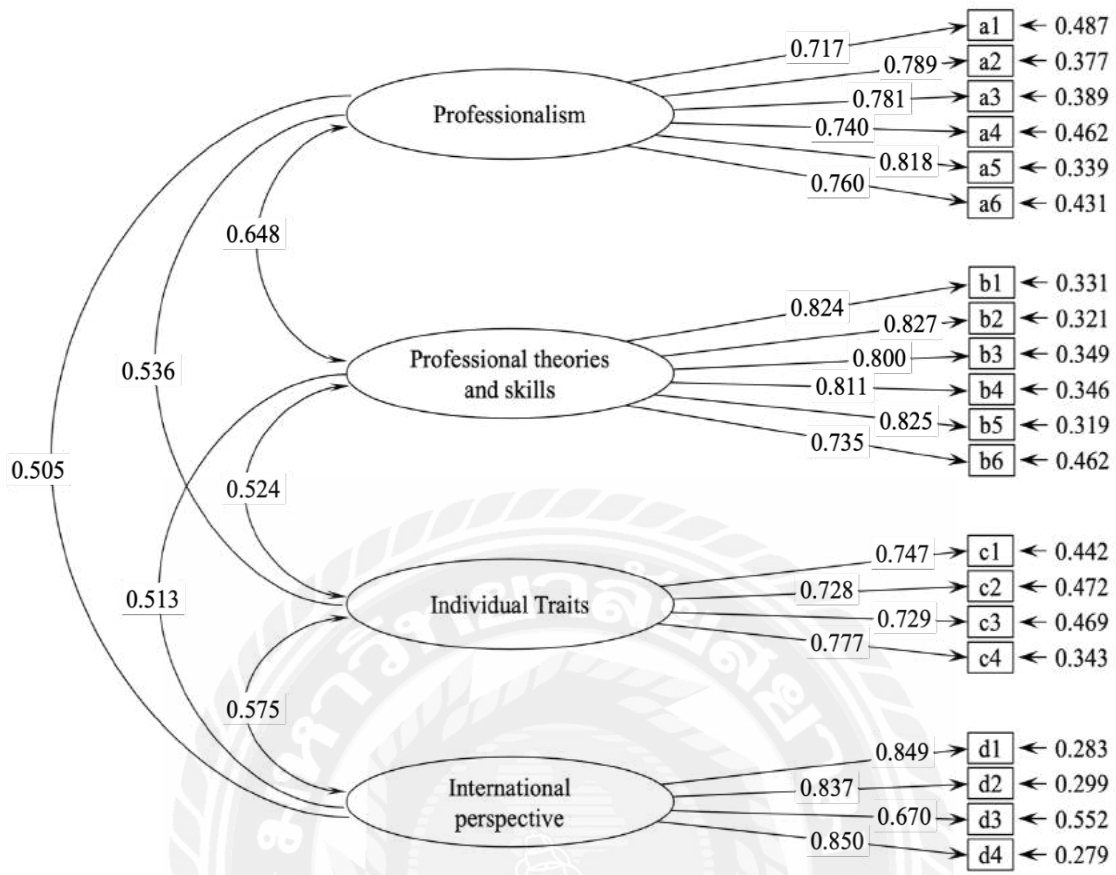
Dimension	Cronbach alpha	Split-Half Reliability	Test-Retest Reliability
Professionalism	0.900	0.893	0.903
Professional theories and skills	0.917	0.891	0.902
Individual Traits	0.837	0.815	0.859
International perspective	0.878	0.867	0.828
Scale of Total Reliability	0.965	0.932	0.947

The reliability and validity measurement results above indicate that the employability model of students majoring in Thai language has passed the test, and all indicators meet the standards, with further application and analysis value.

4.1.3 Employability Model

Figure 4-1 is the formal employability model in this study, including four dimensions, professionalism, professional theories and skills, individual traits, and international perspective.

Figure 4-1 Employability model of Thai language majors in Higher Education



The structure and characteristics of the model:

The employability model in this study, including four dimensions professionalism, professional theories and skills, individual traits, and international perspective. Compared with the existing employability models, the employability model in this study has three distinctive features. The first feature is the discipline, The number of dimensions in the employability evaluation model established in this study is less than the majority of domestic and international models for college students' employability, and the model reflects the disciplinary characteristics of Thai language majors, closely aligning the measurement indicators of the model with the specific contextual situations of student learning and practice in internships, internships, graduate exams, and job interviews, as well as the professional and vocational qualities. Based on the contemporary and industry characteristics, the model proposes the unique value of international perspectives and individual traits in the employability structure of Thai language major students. Additionally, the model constructs a special connotation of

the combination of individuality, ability, and emotions as intrinsic factors of employability. Secondly, it is transformative. In comparison to previous employment capacity models, the measurement indicators of the employability model in this study all point towards students' performance at school and pre-job evaluation.

The employability of university students does not only refer to their abilities displayed during the employment process. From an assessment perspective, it is also an evaluation of their potential employability. This study examines the abilities and qualities of Thai majors in acquiring information during their studies, participating in interviews on campus, and undergoing internships in enterprise, and naturally separates and transforms their behavioral performance before and after graduation and during their time in school and internships. This reflects the adaptability and fluidity of general skills and adaptability in responding to changes in the professional environment in an era of boundaryless careers.

4.2 Employability Situation

4.2.1 Employability Situation Analysis

The results of the study show that the employability of Thai language majors is at a moderate level, but the performance of each dimension is inconsistent, among them, the scores for individual traits and international perspective are relatively high, while the scores for professionalism and expertise are relatively low. This result can first be explained by the research findings of scholars like Fang (2017), which indicate a clear positive correlation between the proportion of professional theory course learning and students' self-identification with professional literacy. Compared to lower grade students, higher grade students have studied more specialized theoretical courses. In this study, higher grade students' self-evaluation of professionalism is higher than that of lower grade students, which confirms the possibility of this explanation. Furthermore, the results of this study are related to the background of recent epidemic. Because of the special period of the last two years, the form and content of students' practical experience has also changed. For example, the number of on-site internships in companies has decreased, the time has been shortened, and the form has changed from offline to online, and so on.

4.2.2 Descriptive Statistical Analysis of Employability

Descriptive analysis was conducted on the data, and the results indicated that the average employability score for Thai language major students was $M=5.034$, with scores ranging from 4.739 to 5.338 across 4 dimensions. The scores were ranked from high to low in the following order: individual traits > international perspective > professionalism > professional theories and skills.

Performing differential analysis on students of different grades, genders, admission method, and frequency of social practice, the results are shown in Table 4-1. It was found by inspection, the professionalism scores of senior university students are significantly higher than those of freshman and sophomore students ($P<0.05$), Male students scored significantly higher in professionalism than female students ($P<0.05$), Students who participate in social practice activities more frequently have significantly higher scores in professionalism, professional theories and skills, and international perspective than students who participate in activities less frequently or rarely ($P<0.01$).

Table 4-4 Score difference of grades, genders, admission method and social practice

Categorical Variables Dimension		Grade				Gender		Admission method		Frequency of social practice				
		First year	Second year	Third year	Fourth year	Male	Female	Special	Normal	Very few	Less than average	Normal	More than average	A lot
Professionalism	Average	4.587	4.855	4.961	5.172	5.085	4.919	5.050	4.740	4.476	4.642	4.810	5.365	5.771
	Difference Test	F=2.995				t=1.496		t=2.762		F=10.716				
	Significance	P=0.031				P=0.137		P=0.000		P=0.000				
Professional theories and skills	Average	4.500	4.667	4.693	4.997	4.989	4.667	4.854	4.474	4.238	4.374	4.612	5.156	5.542
	Difference Test	F=2.451				t=2.394		t=3.160		F=9.655				
	Significance	P=0.064				P=0.017		P=0.000		P=0.000				
Personality Traits	Average	5.167	5.350	5.313	5.427	5.422	5.314	5.438	5.110	4.929	5.232	5.281	5.497	5.750
	Difference Test	P=0.541				t=0.863		t=2.771		F=1.882				
	Significance	P=0.654				P=0.389		P=0.000		P=0.114				
International vision	Average	5.167	5.257	5.143	5.419	5.291	5.288	5.413	5.006	4.643	5.157	5.184	5.529	6.063
	Difference Test	F=0.478				t=0.017		t=2.730		F=3.407				
	Significance	P=0.698				P=0.986		P=0.000		P=0.010				
Employability	Average	4.793	4.986	5.003	5.220	5.165	4.996	5.141	4.788	4.529	4.782	4.920	5.361	5.756
	Difference Test	F=2.002				t=1.464		t=3.271		F=8.579				
	Significance	P=0.114				P=0.144		P=0.000		P=0.000				

4.2.3 Potential Profile Analysis of Employability Categories

To examine the potential categories of employability level of Thai language majors, a latent profile model was established using the four dimensions covered in the employability as

the manifest variable of the subjects. The indicator for model fitting including AIC、 BIC、 aBIC, which the smaller value considered the better. Entropy=0.8 indicates that the classification accuracy rate exceeds 90%, and the closer Entropy is to 1, the more accurate the classification result is, The P-values for LMR and BLRT must reach a significant level. the results are shown in Table 4-5: The AIC, BIC, and aBIC values of Type 5 are all lower than those of Types 2, 3, and 4, When the Entropy is greater than 0.8, and the P values of LMR and BLRT are less than 0.05, it indicates that the optimal model is to divide into five categories.

The types of employability levels are shown in Figure 4-2. The first type of students' scores low in all dimensions and is named "backward type", accounting for 18% of the total. The second type of students have relatively balanced scores that are slightly higher than the average, named "balanced type", accounting for 33%. The third type of students score low in professionalism and professional abilities, but their individual traits and international perspective are at a moderate level, named "potential type", accounting for 25%. The fourth type of students score high in all dimensions and are named "excellent type", accounting for 17%. The fifth type of students score high in professionalism and professional abilities, but their international perspective are much lower than the other four types of students, named "utilitarian type", accounting for 7%.

Table 4-5 Fit indices for various potential profile models.

Types	AIC	BIC	aBIC	Entropy	LMR	BLRT
Type 2	2 538.838	2 585.903	2 544.682	0.851	<0.001	<0.001
Type 3	2 424.916	2 490.084	2 433.009	0.827	0.003	<0.001
Type 4	2 388.011	2 471.281	2 398.351	0.874	0.904	<0.001
Type 5	2 363.462	2 464.834	2 376.050	0.807	<0.001	<0.001
Type 6	2 331.998	2 451.471	2 346.833	0.820	0.171	<0.001

Figure 4-2 The mean level of employability potential categories across dimensions.

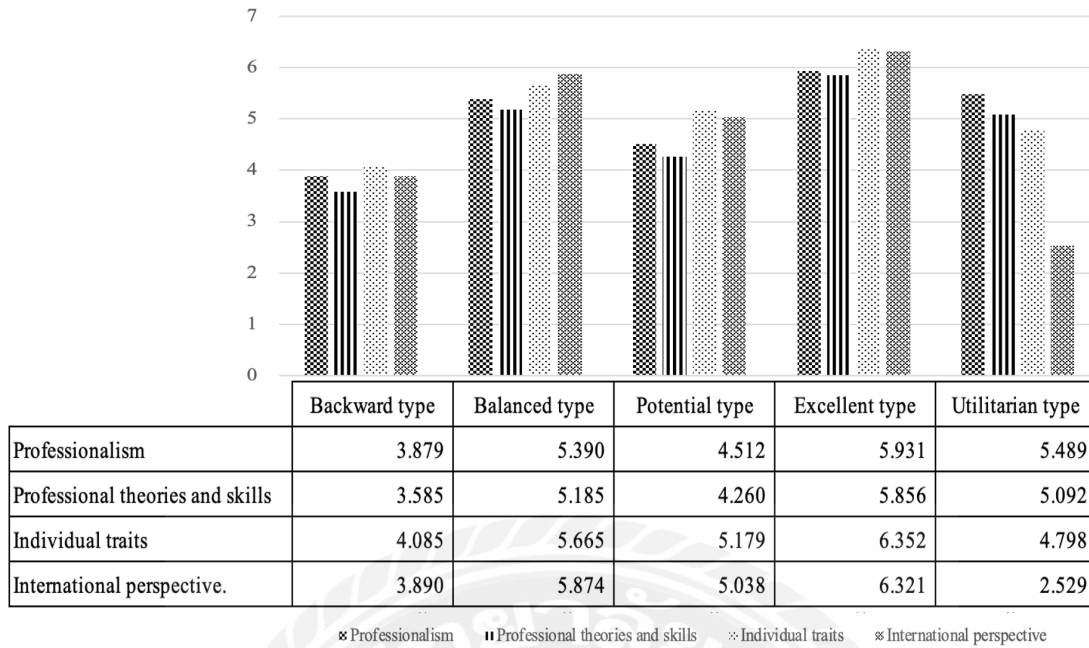


Table 4-6 The distribution of employability level categories in grade, gender, nature of training, and times of social practice

categories		Backward type	Balanced type	Potential type	Excellent type	Utilitarian type
Categorical variables						
Grade	Freshmen	19.05%	33.33%	14.29%	19.05%	14.29%
	Sophomores	21.43%	27.14%	21.43%	22.86%	7.14%
	Juniors	18.33%	26.67%	19.17%	23.33%	12.50%
	Seniors	9.23%	23.08%	24.62%	30.77%	12.31%
Gender	Male	9.84%	24.59%	24.59%	26.23%	14.75%
	Female	19.07%	26.98%	19.53%	24.19%	10.23%
Admission method	Rural-oriented students	14.06%	27.08%	23.44%	26.04%	9.38%
	Non-oriented students	23.81%	25.00%	14.29%	21.43%	15.48%
Times of social practice	Very few	42.86%	28.57%	14.29%	0.00%	14.29%
	Relatively few	27.78%	29.63%	7.41%	25.93%	9.26%
	Average	18.75%	28.91%	20.31%	18.75%	13.28%
	Elatively many	6.33%	20.25%	29.11%	34.18%	10.13%
	Many	0.00%	25.00%	37.50%	37.50%	0.00%

The distribution ratios of different employment categories among different grades, genders, admission method, and times of social practice, as shown in Table 4-6. In terms of the grade, the ratio of senior students in the backward type is significantly lower than that of students in other grades, and the proportion of students in the excellent type is significantly higher than that of students in other grades. In terms of gender, the proportion of males in backward type is noticeably lower than that of females. In terms of admission method, the

rural-oriented students have a higher proportion of balanced, potential, and excellent types compared to general enrollment students, and a lower proportion of backward and utilitarian types. Regarding the number of social practice experiences, there is a clear decrease in the proportion of backward type as the number of practice experiences increases.

4.3 Suggestions on improving employability

Based on the previous data analysis results and discussions, we propose some insightful thoughts and suggestions from the four dimensions included in the theoretical framework of employability in Thai language major students.

4.3.1 Take teachers and student as main body in classroom

Currently, there are still problems in our country's normal university students regarding their self-positioning and ambitions beyond their abilities. This study also revealed that Thai language major students' professional theories and skills ranks relatively low in different dimensions and levels of employability, therefore, enhancing professional theories and skills has a positive significance in improving employability for all categories of students. According to Jiang (2013), the higher education process can modify any element that constitutes the employability of university students. Therefore, the researchers will present preliminary thoughts from the following two aspects.

One is to take teachers as the main body and carry out first-class teaching based on the classroom. We should place teaching at the center. Only good teaching and high-quality lectures can enable university teachers impart knowledge. The excellent system of knowledge and the allure of ideas can awaken the curiosity and the sense of purpose in students. First-class teaching is not limited to "procedural performances" in the classroom, but should aim at the spontaneous return of student "learning participation" and the comprehensive generation of "knowledge journey" triggered by high-quality teaching by teachers. Two is to take teachers as the main body and participate in scientific research and cultivate innovation consciousness. Relying on classroom teaching alone is not enough to comprehensively improve students' professional theories and skills. The professional competence developed in this study includes the mastery and application of professional knowledge and skills by students, as well as their

integration and reflection on such knowledge and skills. The study found that students' participation in scientific research can promote their development in innovative knowledge, innovative ability, innovative thinking and some creative personality, and further promote their sense of professional knowledge, professional value, sense of professional development and even career choice. In conclusion, this study calls for university teachers to pay attention to the compatibility and integration of scientific education and nurturing of individuals, to stimulate students 'spontaneous participation', rather than their 'passive attendance'.

4.3.2 Actively exploring "practice classroom" to enhance employability

This study finds that professionalism will improve with the increase of grades or practice times, and rural oriented students with longer practice perform better than ordinary students in the dimensions of employability and level category distribution. These results suggest that social practice has a unique significance for the employment preparation and career development of Thai language majors. How to play the unique role of social practice in universities? One is to promote the common improvement of the quality and quantity of internship and training bases. It is important to actively expand the practice platform, but it is also necessary to promote mutual assistance and cooperation between universities and training bases (enterprise or company) . Secondly, it is to enhance the extension function of the "second classroom". The limitations of solely relying on knowledge delivery to achieve educational goals in current universities are becoming increasingly apparent. Although many universities have gradually implemented "second classroom" education and begun to focus on organizing employment-related lectures and providing skills guidance, However, its single "accumulation of study hours" mode and its characteristic of occupying students' extracurricular time also highlight the lag in its management and incentive mechanisms. Therefore, how to create a connection mode between the first classroom and the second classroom with various forms and perfect systems. Give full play to the theoretical support of the first classroom and the practical expansion of the second classroom is very important.

4. 3. 3 Fully develop the "broad space" contained in the "international perspective"

This study found that the international perspectives of backward and utilitarian students are somewhat lacking. Teacher is a noble profession, and education is the career that many people pursue all their lives. How can we break through the lack of "international perspective" before entering the workforce? The researcher proposes recommendations for cultivating an international perspective among Thai language major students in three areas.

Firstly, as students, we must have a strong sense of professional mission and enhance our professional confidence. Students should fully realize the opportunities and policy dividends released by recent national policies such as the "One Belt and One Road" initiative and enhance their awareness of the overall situation. They should also voluntarily pay attention to the latest information and policy in relevant industries.

Secondly, as an educational institution, we must strive to improve the effectiveness of nurturing students. Career planning and employment guidance should reflect a targeted approach. Teaching tasks should be mainly undertaken by teachers with internationalized thinking and international communication skills. The teaching environment should not be limited to university classrooms and can be appropriately expanded to include corporate institutions. The content should focus on helping students improve their career cognition and alleviate difficulties to adaptation position. The curriculum system should reflect "internationality". On the one hand, it can increase the proportion of theoretical courses related to international perspectives and international communication abilities. On the other hand, it can explore international thinking in internship and practical courses, and integrate them throughout the entire process of teaching objectives, instructional design, and teaching content. By combining practice with international perspectives, the education outcomes will be true that cultivate students with international perspectives and communication abilities.

Third, as an education administrative department, it is necessary to strengthen its responsibility and take the initiative to connect with colleges and universities. On the one hand, it is necessary to strengthen cooperation with universities and students, and carry out various tasks such as promoting job policies, conducting surveys on student demands, jointly

formulating training plan, and guiding educational internships. On the other hand, it is necessary to improve the guaranteed mechanism within the existing policy and regulatory framework. For example, Strengthen the support for graduate students to postgraduate entrance examination and training, introduce foreign-funded enterprises or multinational enterprises to expand and increase jobs opportunities, and ensure the implementation and realization of various policies and benefits.



5. Conclusion

5.1 Conclusions of the study

Based on literature query, this research report summarizes the views of predecessors, and under the guidance of research methodology, the experience summary and difficult to quantify views in social sciences are fixed by fuzzy evaluation models, and then the data are collected by questionnaire method, and the data collected is analyzed by the analysis tool SPSS And Mplus 7.0 to obtain the following views:

Firstly, established the employability model for Thai language majors in this study, including four dimensions professionalism, professional theories and skills, individual traits, and international perspective.

Secondly, after Analyzing employment status of students in Thai language major, the potential categories of employability level of Thai language majors can be categorized five types: "backward type", "balanced type", "potential type", "excellent type", "utilitarian type".

Finally, three suggestions are provided for the improvement of employability.

5.2 Suggestion

The firstly, take teachers and student as main body in classroom. Carrying out first-class teaching based on the classroom, good teaching and high-quality lectures can enable university teachers impart knowledge, The excellent system of knowledge and the allure of ideas can awaken the curiosity and the sense of purpose in students. To take teachers as the main body and participate in scientific research and cultivate innovation consciousness improve students' professional theories and skills.

The secondly, actively exploring "practice classroom" to enhance employability. The social practice has a unique significance for the employment preparation and career development of Thai language majors. Provide more internship opportunities and improve the quality of internships.

Finally, fully develop the "broad space" contained in the "international perspective". Hire business management personnel to teach, strengthen international communication, and have university teachers work in multinational enterprises.

5.3 Deficiencies and prospects of research

5.3.1 Deficiencies of research

Because of the single perspective of the report, many comprehensive factors are not put into the study, resulting in the report being one-sided and limited. It was hoped that scholars who study the problem in future will be able to conduct relevant research through a longer-term and ambitious perspective.

First, this research focuses on the collection and analysis of data sample at the educational level, but it is easy to find that this is not only a educational problem but also an employment problem, it also a social issue. The researchers have only analyzed and organized the data from an educational perspective, lacking the necessary objective feedback from the society and business sectors. It is not enough.

Second, although a corresponding number of questionnaires were issued according to the requirements of the research methodology, the discussion as a comprehensive issue was still not broad enough, not universal and representative. However, the data sample is still not comprehensive enough. This study only analyzed Thai language majors from one school, so it cannot provide a whole reflection of the overall proficiency level of all Thai language majors in ability of employment.

Third, the factor the special period is not discussed, which is at a special time when the epidemic is raging around the world, and the background of the special period of the epidemic has not been discussed.

5.3.2 Prospects of research

This article provides Employability model. It serves as a guide for practice and provides researchers with practical methods. It can provide future researchers with a future research subject and scope, allowing researchers to delve into the impact of various factors on the

Employability and to deeply study the impact of. It increases the total number of samples, making the collected data more extensive and representative. It can provide some informed opinions for the government and community in formulating policies.



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Appendix

Dear Miss/Sir,

Thank you very much for your willingness to participate in this survey. The purpose of this survey is to explore the causes of being financially dependent on parents. The survey is conducted anonymously. The answer is open, and we hope that you can fill it out truthfully and objectively.

The results of this study are for academic research purposes only and will not be used for any other purposes.

Basic information of the interviewee

1. Your grade
<input type="radio"/> Freshmen
<input type="radio"/> Sophomores
<input type="radio"/> Juniors
<input type="radio"/> Seniors
2. Gender
<input type="radio"/> Male
<input type="radio"/> Female
3. You come from Rural or city
<input type="radio"/> Rural students
<input type="radio"/> City students

Likert measurement

Level of conformity	Score
Completely inconsistent	1
Relatively inconsistent	2
Basically inconsistent	3
Uncertain	4
Basically consistent	5
Relatively consistent	6
Completely consistent	7

Please read the questions below and mark option of score is matching to you in your mind.

Seq	Question description	1	2	3	4	5	6	7
1	I have access to extensive information on the job market and job opportunities							
2	I can show myself generously in various interview activities							
3	I am proficient in using Office or WPS and other office software.							
4	I like to groom myself and take great care of my appearance							
5	In practice I can demonstrate leadership and offer to help my peers							
6	In practice I can build trust and cooperation with mentors and clients							
7	I can master the theoretical knowledge learned in professional courses							
8	I enjoy resolving practical challenges through academic research.							
9	In practice, I can observe and record customer needs using my professional knowledge.							
10	I have at least one outstanding professional skill, such as ancient Thai language or Thai law etc.							
11	I am good at reflecting on the harvest and existing problems in practice							
12	I will actively participate in subject projects or subject competitions related to my major							
13	I have a great passion for Thai language and am willing to devote myself to pursuing a lifelong career in a Thai-related field.							
14	During the internship, I found the overall atmosphere of the company to be very welcoming.							
15	I have many foreign friends who speak Thai.							
16	I am willing to continue my academic pursuits after work.							
17	Dealing with trivial matters does not make me weary.							
18	I am able to handle stress calmly, as I trust in my ability to manage problems.							
19	I am skilled at preventing myself from getting angry by considering issues from the other person's perspective.							
20	In practice I can easily get along with my colleagues							