

Research On The Training Quality Of College English Talents For Non-English Majors In Yunnan Application-Oriented Universities Under The Background Of "One Belt And One Road"----Taking Yunnan Technology And Business University As An Example

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Abstract: Under the strategic background of “One Belt and One Road”, the training quality of college English talents is related to the development of national economy and regional economy. Through investigation and research, this paper analyzes Training Quality of College English Talents for Non-English Majors in Yunnan Technology & Business University, and proposes teaching strategies to improve the quality of the problems found. It may be used for reference for the development of other application-oriented universities of the same type.

1 Introduction:

As a newly built application-oriented university, our university attaches great importance to the improvement of the teaching quality of various specialties, and always regards improving the comprehensive application ability of graduates as an important indicator to achieve the goal of talent training. Compared with cultivating academic talents, application-oriented universities emphasize on cultivating application talents with a certain theoretical foundation, theoretical application and technical capabilities to serve the development of regional economy and society. As a compulsory public course, college English is indispensable for improving the comprehensive quality of students, cultivating an international perspective, and achieving the goal of training applied senior talents. For many years, front-line teachers have been exploring the teaching methods of college English, and strive to do a good job of basic teaching of college foreign languages in accordance with the school's talent cultivation positioning, continuously improve the quality of teaching, and lay a good foundation for the cultivation of qualified professionals in all majors.

2. The Significance Of College English Courses And The Requirements Of Talent Training Objectives

Under the background of economic globalization and the “One Belt and One Road” strategy, English, as the most widely used language for international communication in the world, plays a more prominent role in international exchanges. "By learning and using English, you can directly understand the foreign advanced scientific and technological progress, management experience and ideas, learn and understand the world 's outstanding culture and civilization. At the same time, it also helps to strengthen the language strength of the country, effectively spread the Chinese culture, and promote cooperation with other countries. The extensive exchanges of the people enhance the country's soft power. "According to the“ Outline of the National Medium- and Long-Term Educational Reform and Development Plan (2010-2020) ”,“ Improving quality is the core task of higher education development. "The establishment of college English courses,“ On the one hand, it is to meet the national strategic needs and serve the country 's reform and opening up and economic and social development. On the other hand, it is to meet the needs of students in professional learning, international exchange, further education, work and employment. "Exactly speaking, The

teaching goal of college English is to "cultivate students' ability to use English, enhance cross-cultural communication awareness and communicative competence, at the same time develop independent learning ability, improve comprehensive cultural literacy, so that they can effectively use English in learning, in life, in social communication and their future work to meet the demanding of the nation, the society, schools and individuals. "To achieve this goal, students of English proficiency is the focus of teaching. Over the years, our school has attached great importance to the quality of talent training, but the goal of college English talent training is not well understood, and the construction of college English courses is lagging behind. It is urgent to develop practical measures to reverse the passive situation and improve the college English teaching quality.

3. The Situation Of The Quality Of College English Talents In Our University

In order to understand the current situation of college English teaching, discover problems in teaching and management, so as to improve teaching quality effectively. In March 2020, the researcher conducted a questionnaire survey on 937 first-year students in 32 undergraduate classes (including 5 upgraded classes from junior college), 20 majors, and a survey of 16 full-time university English teachers in our university. From the following aspects, we can see the quality of our college English teaching. Details are as follows:

3.1 Teachers Are More Prominent In The Following Aspects: Serious Preparation For Each Lesson, More Effective Teaching Methods, And Remarkable Teaching Effects.

See the following survey statistics table to the teachers in detail:

Table 1. Teacher Survey Statistics

Options	Subtotal	percentage
A. Prepare lessons carefully, teaching methods are effective	10	90.91%
B. Wonderful teaching, teaching methods is flexible, with remarkable teaching effects.	3	27.27%
C. Classroom teaching management is strict and skillful, with flexible teaching methods and remarkable teaching effects	7	63.64%
D. Not only pay attention to the implementation of the new teaching concept advocated by the school, but also consider the actual situation of the school and students, classroom teaching and management are done well.	6	54.55%
E. Not only pay attention to laying a good foundation, cultivate students' comprehensive application ability, but also pay attention to guiding students in CET 4	5	45.45%

It can be seen that 90.91% of the teaching teachers fully affirmed the lesson preparation, teaching methods, and teaching effects. 75.13% of the students fully affirmed the effectiveness of teachers' lesson preparation and teaching methods, and the results of the survey on teachers and students are relatively consistent. For details, please see the student survey statistics table below:

Table 2. Student survey statistics

Options	Subtotal	percentage
A. Prepare lessons carefully, teaching methods are effective	704	75.13%
B. Teachers have wonderful lectures, clever teaching methods, and remarkable teaching effects	532	56.78%

C. The selection of teaching materials is good and the difficulty is moderate, which meets the actual needs of students.	561	59.87%
D. Classroom teaching management is done well	405	43.22%
E. Teachers' teaching management, both teaching services and management of school are done well.	456	48.67%
F. Complete teaching targets and improve students' English level while tutoring students' CET 4	325	34.69%
Valid statistics number	937	

A survey of "teaching effectiveness" shows that 45.45% of the surveyed teachers said that the effects of college English teaching is better, 46.53% of students think the effects of college English teaching is better, and 24.33% of students think the effects of college English teaching is very good. The survey results of teachers and students on "teaching effectiveness" show a high degree of consistency, reflecting students' high recognition of teachers' teaching level, and the survey results of teachers' "English teaching level" also show a high degree of similarity. For details, please refer to the statistical table of students' "English teaching level" for teachers:

Table 3. Statistics of English Teaching Level




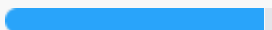
Options	Subtotal	percentage
Ordinary	59	6.3%
B. better	229	24.44%
C. very good	337	35.97%
D. Educate students like their own children, very good	302	32.23%
E. Other areas that need to improve::	10	1.07%
Valid statistics number	937	

3.2 Students have poor English foundation, weak comprehensive ability, uneven quality, and completing teaching targets are very difficult.

Since our school is a newly established university with second-tier undergraduate and third-tier undergraduate, it mainly recruits third-tier undergraduate students, so the quality of students is not high in Yunnan Province, and quite a few students have low English scores in the college entrance examination. Exactly speaking, their English comprehensive abilities in grammar, in oral expression, in listening and writing are poor, and students are afraid to learn English. A survey of the main difficulties faced by undergraduate students in studying college English shows that students think that the most difficult things are memorizing words, mastering grammatical rules, listening and writing, accounting for 90.91% respectively. This shows that the foundation of high school English has a great negative impact on the improvement of college English learning. The following is a statistical table of the "main difficulties faced by students in learning English":




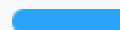
Table 4. A statistical table of the main difficulties students face when learning English

options	subtotal	percentage
A. words or phrases	10	90.91%
B. grammar rule	10	90.91%

C. listening	10	 90.91%
D. reading ability	7	 63.64%
E. oral expression	9	 81.82%
F. writing ability	10	 90.91%
Valid statistics number	11	

After entering the university, the students did not fundamentally change their learning methods, and their learning habits were poor; they had a great fear of learning college English, which caused great difficulties to teachers' teaching. According to the statistical results of the teachers surveyed, 90.91% of those who believe that "the foundation of students are poor, learning motivation is weak, learning habits are poor, and laziness" each account for 90.91%. It can also be seen from the length of time students put into learning English that most students do not like learning English. About 81% of classmates spend less than 2 hours on learning English in addition to completing homework every week. For details, please refer to the statistical table of students' weekly time allocation in English:

Table 5. Statistical table of weekly time allocation for English students

options	Subtotal	percentage
A. six-eight hours	40	 4.27%
B. four hours	137	 14.62%
C. 2 hours	384	 40.98%
D. less than 1 hour	376	 40.13%
Valid statistics number	937	

The students' foundation is poor, little learning time and the students' grades must be improved within the limited teaching hours, which makes the teaching of college English very difficult.

3.3 The Course Opening Time Is Short And The Passing Rate Of CET 4 Is Low.


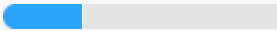
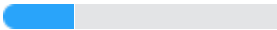
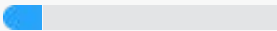
The college English courses in our university are only offered for one year, and the passing rate of CET-4 is low. There is a certain gap between the expectations of students and the school. The survey shows that 38.95% of students hope to pass CET-4 and 41.2% of students believe that there is a certain gap between the current teaching of college English and their learning expectations. The above situation has a big contradiction with improving the quality of college English teaching.

4. Problems Existing In The Training Quality Of College English Talents For Non-English Majors In Yunnan Technology & Business University

4.1 There is a contradiction between the quality of students, the duration of the curriculum and the requirements for large-scale improvement of students' passing rate of CET 4 and it is difficult to solve the problem of low passing rate of CET 4 exam in a short time. Judging from the law of running a school, the development of any university is inseparable from long-term academic and humanistic accumulation. As far as a new undergraduate college is concerned, it is very difficult to see a fundamental improvement in the school's student source for a considerable period of time, and it may lead to a decrease in the quality of some of the admissions in order to adapt to survival and development due to the intensification of competition among schools. Since the overall level of students is not high, especially with poor English foundation, whether we need to objectively look

at this gap in reality and appropriately increase class hours of college English to make up for the shortcomings of poor English foundation. According to the national teaching requirements for college English, the current curriculum is only arranged for one year (4 lessons for each class/ per week), which cannot meet the needs of some excellent students. The survey results of experts and teachers show that 63.64% of teachers believe that the opening of college English for two years is more in line with the goal of talent training. A survey of students in the same project shows that more than 38% of students feel that it is not enough for college English only one year's offer. For details, please refer to the students' survey statistics table for college English "opening years" .

Table 6. Student Survey Statistics for the "Open Year" of College English

options	Subtotal	percentage
can satisfy	319	 34.04%
B. basically satisfied	259	 27.64%
C. not enough	232	 24.76%
D. far from enough	127	 13.55%

4.2 There are certain gaps in the construction of teacher teams, training and professional development, the maintenance of the stability of the main teacher team and the guarantee of strengthening the professional construction and curriculum construction funds, the implementation of academic incentive measures for teachers, and the guarantee of teacher treatment The school lacks long-term planning and persistent decision support for professional construction and curriculum construction.. The development of the school is inseparable from talents and stable teachers. Only by establishing a stable team of teachers and ensuring the treatment and professional development of teachers can we retain talents and achieve the goals of professional construction and curriculum construction.

4.3 The program of talent training changes frequently, and it is revised almost every year. Some of the changes have a great impact on professional construction and curriculum construction. After a scientific demonstration, should the unified and determined talent training program maintain relative stability within a certain teaching period? If the talent training program changes frequently every year, it will inevitably seriously affect the setting of the curriculum and the construction of the curriculum. It is difficult to ensure the realization of the teaching goals.

4.4 The students' low participation in learning, the weak learning initiative and the requirements to improve the quality of college English teaching have conflicted. According to the survey, teachers believe that students' overall classroom participation is low, and 72.73% of students are not proactive. This shows that it is imperative to carry out college English teaching reform, improve teaching quality, and meet the needs of student improvement and school development. What kind of teaching reform should be carried out to stimulate the mobilization of students' classroom participation and improve the teaching quality of college English? With the basic guarantee of teaching hours, improving teaching quality and studying academic conditions and teaching methods have become the key issues for teachers and schools to consider.

5. Strategies For Improving The Training Quality Of College English Talents For Non-English Majors By Yunnan Technology & Business University

5.1 Attach great importance to the construction of compulsory basic courses such as college English, and strive to make no major adjustments to the talent training program within a certain period. It should ensure and appropriately increase the teaching hours of college English. Due to the lack of language environment in foreign language teaching, students have limited opportunities to use foreign languages at school. The improvement of foreign language teaching quality must follow

the laws of language teaching. It is necessary to ensure basic teaching hours, improve students' ability to use foreign languages and English through a variety of channels and methods, expand students' international horizons and knowledge of humanities, and lay a solid foundation for students' future professional development.

5.2 Enrich the team of teachers, carry out professional training for teachers, and promote the professional development of teachers. Take the path of self-cultivation of subject leaders, professional leaders and the introduction of high-level subject leaders, give play to the leading role of subject leaders, promote the construction of high-level teacher teams, strengthen the construction of university foreign language courses, and implement incentives to the teachers who have carried out scientific research. To formulate corresponding incentives to the teachers with outstanding tutoring effects in CET-4 and CET-6 and make sure that teachers can obtain rewards for their research work. For students admitted through CET-4 or CET-6 or postgraduate entrance exams, corresponding incentives should be formulated to encourage students to be aggressive.

5.3 Scientifically teaching reforms should be formulated based on academic conditions and implement the reform of college English classroom teaching. According to the spirit of the "Golden Class" construction notice proposed by the Ministry of Education, actively implement the "Golden Class" construction, reform the classroom teaching model, implement the teaching model of the OBE concept, take students as the center of the learning, accept result-oriented teaching notions design the teaching process according to the objectives. Scientific curriculum evaluation system should be formulated and implemented, so as to increase the proportion of formative evaluation, and fully inspire process learning. At present, Yunnan Technology & Business University is actively implementing the "Golden Class" construction and learning teaching mode of the OBE notions, at the same time, is practicing and trying effective teaching modes, methods and means. According to the characteristics of different disciplines and different courses, we should accurately grasp the essence of the new teaching concept, formulate corresponding teaching programs, and continuously improve the quality of teaching.

5.4 Formulate Measures To Improve The Passing Rate Of The CET- 4 Exams

Firstly, on the basis of the class time of four lessons a week, actively integrate the online content tutoring, such as online word punching learning, online live courses, etc. Through the combination of multiple learning forms, solve the knowledge defects caused by the lack of students' classroom learning time.

Secondly, the college English courses should modify the course outline and examination outline in accordance with the students' learning rules and the requirements of ability test level. On the basis of the English general course, add the content of CET 4 and CET 6 exams. Every semester and every month, we regularly invite training institutions outside the school to give lectures for CET 4 and CET 6 examinations.

Thirdly, the average score of English marks for students entering the college entrance examination is between 70-80. Due to students' poor foundation, it is recommended to carry out an English proficiency test at the time of admission and try the grade A and B class teaching system. The students of class A focuses on the teaching content of CET 4 exam in the first semester. The teaching content of Class B is based on the learning of "University English (1)" and lays a good foundation. Class A students take the CET 4 exam in the first semester, and Class B students take the CET 4 exam in the second semester. Students who have passed CET 4 exam in the first semester can apply for a course exempt from "University English (2)", or set up a CET 6 exam course or listening and speaking course in the second semester to achieve a course setting oriented on students' English ability. Students who have not passed the exam of CET 4 in the first semester will be taught in class B.

Fourthly, thematic classes for CET- 4 and CET- 6 examinations are offered in the form of public elective courses, such as vocabulary special classes of CET- 4 and CET- 6 examinations, grammatical special classes of CET-4 and CET-6 examinations, listening special topics of CET-4 and CET-6 examinations, and writing special classes of CET- 4 and CET- 6 examinations etc. It

mainly focuses on teaching in small classes of 30-40 people, highlighting the explanation of topic knowledge.

Fifthly, mock exams for CET- 4 and CET- 6 are held regularly in the voice lab of Silk Road College every month. Through the simulation test, it helps students to check the effect of periodic learning, so that students can better adapt to the exam rhythm.

Sixthly, the Academic Affairs Office, the Student Office and the Silk Road College jointly issued the students' examination incentives of CET-4 and CET-6 to increase students' English learning motivation and achieve the improvement of students' "1 + X" ability.

Conclusion

Improving the quality of college English teaching in our university and improving the passing rate of the CET-4 and CET-6 exams is a very complicated systematic project that requires high attention and full support from school, as well as the coordination of multiple departments. On the basis of the existing conditions and student sources, all front-line teachers and management cadres need to actively participate in the construction of the "Golden Class", strive to implement new teaching concepts, boldly carry out teaching reforms, and fully stimulate and mobilize students' enthusiasm for learning. Continuously improve teaching, and finally find a scientific way to improve the quality of teaching, to achieve the strategic development needs of schools and countries and the individual development needs of students, and to make further progress to achieve the goal of first-class application-oriented universities.

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