

# An Analysis of the Quality of English Majors' Training in Local Colleges and Universities<sup>\*</sup>

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**Abstract**—This paper first introduces the relevant concepts and theoretical basis. Secondly, through the method of text analysis and questionnaire survey, we studied the current situation of the training of English Majors in our province, introduced the basic situation and development process, and summarized the existing problems and reasons. Finally, based on the analysis of the theoretical basis and research results, combined with the actual situation of our province, the targeted counter measures were studied from three aspects: scientific positioning, training objectives, strengthening the construction of professional teachers and strengthening the construction of professional courses.

**Index Terms**—local Colleges and Universities, English majors, talent training, quality

## I. INTRODUCTION

Our college English majors have been in the history of 113 years. Over the past 100 years, especially since the reform and opening up, they have made great achievements over the past 30 years, and have provided a large number of excellent English talents in various fields. English continues to expand the scale, more and more people have the opportunity to receive higher education, but at the same time, also to the development of English Majors in China has brought many problems that can not be ignored, such as teachers can not guarantee can exactly match the increase in the number of students, the number of students of the speed of growth has brought many graduates employment, personnel training the problem of low quality, talent market oversupply. In recent years, there are English Majors in the top ten major of the national undergraduates' employment difficulties. In 2010, the number of unemployed people in English majors ranked the top. English major is no longer a hot major in the year.

*The National Standard for Undergraduate Teaching Quality of English Majors* clearly indicates that improving the quality of English Majors' training is the absolute principle. At the same time, it is suggested that all colleges and universities should develop their own talents training objectives and cultivate diversified excellent English talents. A series of policies of the party and the state indicate that the development of English Majors in Colleges and universities in China has entered a new stage with the improvement of the quality of talent training (An, 1999).

In view of the above contents, this paper studies the current situation of the quality of English Majors' training in Colleges and universities, and tries to find suggestions and Countermeasures to improve the quality of English Majors' training.

## II. A REVIEW OF THE RESEARCH

Through combing the literature, we can draw the following conclusions: in the aspect of research content, there are many researches on the two aspects of the training of English majors and the quality of talents training in Colleges and universities at home and abroad, but there are few studies on the quality of English majors training in Colleges and Universities. In the research method, quantitative research on the subject is large, there are plenty of qualitative research, at the same time can be found on the theme of the foreign scholars for quantitative research, most scholars followed the traditional culture to discuss the thinking methods of English majors. In addition, most scholars at home and abroad focused on this topic and limited their knowledge in the field of pedagogy. They can appropriately introduce relevant knowledge of management, sociology and other similar disciplines, and enrich the research on this topic. Therefore, based on the research results at home and abroad, this paper will study the quality of English Majors' training in Colleges and universities in order to contribute to the theme of the quality of English Majors' training.

## III. QUALITY OF HIGH EDUCATION AND TALENT TRAINING

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The concept of higher education quality refers to whether higher education can meet the needs of internal and external needs. In the extension, it includes the quality of personnel training, the quality of research, the quality of social services, and the quality of cultural heritage and innovation.

The quality of talent training refers to whether the talents trained in universities meet the requirements of the society, whether they can achieve their own goals, and include the process of personnel training activities.

The above two important concepts have different meanings and can not be confused. The university has four functions, which are functions of scientific research personnel training function, function, social services and the cultural inheritance and innovation of the title, so the quality of higher education quality in four aspects and four functions corresponding to the extension, including the quality of personnel training, scientific research quality, the quality of social services and the cultural inheritance and innovation quality. Therefore, the quality of talent training is only one of the quality of the quality of higher education (Chang & Zhao, 2013). It is a lower concept and can not confuse the two. In addition, the training of talents is the main task of colleges and universities, and the training of talents is the most basic and core function of the four functions of colleges and universities. Therefore, the quality of talent training is in the core position in the quality of higher education. The quality of scientific research and the quality of personnel training serve the quality of social service and the quality of cultural heritage and innovation. Therefore, the four qualities corresponding to the four functions are indispensable and complement each other.

#### IV. PROBLEMS AND REASONS FOR THE QUALITY OF TRAINING ENGLISH MAJORS IN COLLEGES AND UNIVERSITIES

##### A. *Problems and Reasons for the Training Goal of Professional Talents*

###### 1. The convergence of the goal of talent cultivation

Through the survey, it was found that almost every institution in the province's 20 universities and colleges includes the English language foundation and a wide range of scientific and cultural knowledge as well as the ability to use English in foreign affairs and education. The departments of economy, trade, culture, science, technology, and military engaged in translation, teaching, management, research, and other work, and lacked distinctive features. Only a few of the teachers' colleges and other individual polytechnic and medical colleges and universities in the English majors have the goal of cultivating talents in line with their own types of colleges and universities. In general, the goal of talent cultivation for English majors in all types of institutions in the province is similar, and there is a lack of personalized content. At the same time, the training standards for English majors in various universities and colleges in this province are not compatible with the development needs of the local area. This has created a situation in which English graduates are difficult to find employment and English talents in urgent need of the society are in short supply.

###### 2. The ignorance of the cultivation of humanistic quality in the cultivation of the goal expression of talent training

*The Catalogue of Degree Conferring and Training of Talents* discretely states that English majors belong to foreign language and literature majors, and English majors belong to the category of humanities. The survey found that only 26% of the colleges and universities stated clearly that English professionals should have high humanistic qualities in the expression of the objectives of training English majors in universities. We can conclude that the current formulation of the training target for English professionals ignores the cultivation of humanistic qualities, including literacy, cross-cultural communication skills, and so on, which is contrary to the tendency of the English language education profession itself.

The reasons behind it are probably the following aspects: first, with the coming of the knowledge economy era, pure language talents of pure literature can't meet the needs of the market, so it is necessary to cultivate compound talents. The humanities courses such as British and American literature is often regarded as the shadow or residue training mode monotechnic, scholastic talent, this is the slogan to cultivate talents misunderstanding. Secondly, mostly from the past College Upgraded to set up several new undergraduate colleges of English majors, the teachers themselves are relatively weak, their teachers on Humanities attention degree is low, and still follow the teaching mode and teaching method of college, do not pay attention to the humanistic quality of knowledge and thinking (Chang, 2015). Thirdly, in recent years, English majors are no longer the popular employment major in the past, but become the yellow card major of employment rather difficult, which leads to the utilitarian nature of English teachers and students.

###### 3. The neglect of the cultivation of innovation ability in the cultivation of the target expression of talent cultivation

With the vigorous development of the social economy, the society is increasingly demanding innovative English professionals. Some of the key institutions of the English majors have spirit of innovation into the personnel training objectives, such as BFSU proposed to cultivate excellent with thinking and innovation ability; the proposed training English talents with innovation ability and global vision. Through the investigation, the concept of innovation is not mentioned in other colleges and universities except a few universities have clearly proposed the cultivation of creative talents.

The reason is that most of the students majoring in English in this province are mainly students in this province. Before entering the University, the basic English education is relatively weak, and their listening, speaking, reading and writing abilities are not high. Therefore, the training of English Majors in Colleges and universities in China still focuses on cultivating students' deep professional skills and knowledge, and has not yet been promoted to cultivate students' innovative spirit (Chen, 2013).

## *B. Problems and Causes of Professional Teaching Staff Construction*

### *1. Unreasonable structure of teachers*

Teachers are playing a key role in the training of talents. The structure of English professional teachers in the universities of the province is not reasonable. From the professional titles, most of the teachers in English major in Colleges and universities in the province are instructors and assistants, and professors and associate professors are few. Some of the old universities with strong comprehensive strength are better than the newly established universities in terms of quantity and quality of professors and associate professors. From the teacher's degree, English teachers a few new undergraduate colleges are mostly graduate students, received a degree of doctor teachers less, and there is a certain number of teachers for the undergraduate degree, and several old school English teachers of higher level, the door sill clearly set to teachers need to have Dr. in some degree, the school also requires teachers to have the relevant overseas experience. From the perspective of learning edge structure, it is found that most of the newly established universities in this province are graduated from the old schools in the province. They have overseas study experience and teachers who graduated from top universities in China. Therefore, English talents in different degree and academic level because of the level of regional economic development gap is not evenly distributed in different regions, such as a college English majors have the ability to teach such as linguistics translation, the quantity and the quality of the knowledge of English language teachers than other college English majors, most had no advantage at all. This is not conducive to the rapid and healthy development of English Majors in Colleges and universities.

The reason is that, first of all, several newly-built undergraduate colleges located in local cities were all technical colleges in the past, and the original teachers are also engaged in specialist education (He, 2004). Teachers' strength is relatively weak, and teaching and research are of a higher level. Most of the outstanding teachers were originally concentrated in several old schools in provincial capitals. The level of teaching and research of English teachers in these institutions is higher than that of newly established undergraduate English teachers. There is a big gap. Secondly, due to the gap in economic development between regions and whether the institutions themselves have a long history and strength, several old schools in provincial capitals are more attractive to outstanding English professionals than to newly-established universities in local cities. To be larger and easier to retain talents, which form a serious polarization of teacher resources in veteran institutions and newly-built undergraduate colleges (Hou, 2007).

### *2. The teaching method of teachers is single*

The survey found that only 25% of the students were satisfied with their teaching methods and methods. 65% of the students said the class was boring, and the teachers' teaching methods were single. 4%, the students said that the teacher's lecture was boring, so they never listened to the teacher. Therefore, it can be concluded that the teaching methods used by teachers of English Majors in Colleges and universities in this province are relatively simple. Though the shortcomings of some teaching methods have been put forward for many years by experts and scholars, most teachers still use some old teaching methods and means, such as teaching method, and have few opportunities to communicate with students (Xia, 1999). The teachers about the use of multimedia tools, 77% English major students think teachers' classroom is in front of the PPT that English teachers echo what the books say, PPT was not the multimedia teaching means rationally and properly play its role.

The reason for this is that, first of all, in recent years, English majors in all colleges and universities in the province have generally expanded in size, and the number of students has increased. However, the number of teachers has not increased to the same extent, and the teacher-student ratio is seriously out of balance. In order to complete the established course content, most teachers have to take lectures. Secondly, new teaching methods often require more time, manpower, and material resources. Affected by the current utilitarian social atmosphere, some teachers lack enthusiasm for education, and burnout occurs early. The old teaching method is for teachers. Relatively familiar and relatively easy to operate, these teachers have no time to explore new teaching methods. Third, most of the current textbooks are old textbooks of the 1990s. Old textbooks have not been able to arouse teachers' new interests and passions. Some teachers have experienced job burnout, affecting their choice of teaching methods and greatly reducing the quality of teaching. In addition, because of funds, systems, and other reasons, teachers are seriously lacking the necessary on-the-job training. The concept of teacher education is outdated, and it also affects the innovation of teaching methods and methods.

### *3. The ability of teachers to study scientific research is low*

Through the study, it is found that English Majors in other colleges and universities have lower scientific research ability. Teaching and scientific research complement each other and can not be absent from each other. If teachers only stay in the teaching level of teaching materials and do not carry out their own research, they can not go into the teaching content, and can not bring the students a broader vision (Hu, 1998).

The reason for this is that, in the first place, some colleges and universities which offer English majors do not pay much attention to the improvement of teachers' scientific research quality. Teachers seldom have the initiative to carry out scientific research consciousness. Secondly, the teachers in the new universities in the local cities are basically engaged in specialized education, and their scientific research ability is relatively low. In addition, the number of teachers is less, and the lack of academic leaders leads teachers to carry out rigorous scientific research activities.

## *C. Problems and Causes of Professional Curriculum Construction*

### 1. The unreasonable structure of the courses

It is important for the students to master the basic knowledge and expand the knowledge. The survey found that most of the College English major courses in the province are short of time, which can not meet the requirements of *the New Syllabus*. The lack of time in professional courses will affect the quality of students' learning (Mao, 2012).

In terms of curriculum structure, although the courses offered by English Majors in universities and colleges now include specialized basic skills courses, specialized knowledge courses and related professional knowledge courses, the proportion of these three aspects is relatively unreasonable and scientific. Some college English major courses are mainly based on professional skill course, only in the third year and fourth year add two or three courses, such as linguistics, English and American literature courses, there is not a solid professional knowledge of basic skills students phenomenon.

The reason is that the level of teachers will directly affect the setting and arrangement of English major courses in Colleges and universities to a certain extent. First of all, according to the above analysis, the gap between teachers and students in Colleges and universities, English major proportion of teachers is weak, and because of natural and cultural reasons such as the introduction of talent is difficult, so in the curriculum, even if you can open many courses for English majors, but not enough teachers, some teachers themselves incapable of English and American literature professional course. Secondly, most of English teachers in Colleges and universities have single knowledge structure and have not yet kept pace with the times. They are not competent for some related professional knowledge courses, while other related professional teachers teach English majors, and they cannot get well connected with other courses of English majors (Pan, 1995). In addition, the concept of English teachers in some colleges and universities is old and backward. Relevant professional knowledge courses are not only nominal, but also affect the establishment and arrangement of basic skills courses and professional knowledge courses.

### 2. The lack of humanistic literacy courses

According to the above analysis, in addition to public courses, English Majors in Colleges and universities in the province of professional class hours, through further investigation found that in the professional course in Colleges and universities English curriculum will focus primarily on the basis of traditional English, pronunciation, grammar and basic courses, such as setting the course of British literature American literature class, western countries of course and other humanities class courses, not paid attention to (Si & Chen, 2015). Some new universities have even set up such courses as professional electives, and teachers and students have not enough energy to invest in them. In addition, only a few colleges and universities have a college Chinese course.

The reason for this problem is related to the current environment. Currently, teachers and students have serious utilitarian thoughts. They only use English as a tool, ignoring the cultivation of humanistic quality. For example, the English level certificate has become the baton of the student's study, and 75% of the teachers also indicate that the English proficiency test has an impact on the English major education.

### 3. The lack of social practice courses

The survey found that the proportion of minimal social practice courses for English Majors in Colleges and universities in the province, and social practice courses often cannot guarantee effect. The students only accept college classroom knowledge, not really go out of contact with society, improve the application ability of students are affected. Another example is the student, as the most important part of the social practice courses, the effect is also very difficult to guarantee.

The reason is that all colleges and universities with English majors do not attach importance to the construction of students' social practice courses. Secondly, the college students' practice system is not reasonable enough. Student internships are often arranged in the second semester of senior four. Students often rush around for postgraduate entrance examination, re examination, civil service and other job hunting at this stage (Wang, 2014). They are too busy to attend to the practice prescribed by the school, and practice is often a mere formality. And the colleges and universities stipulate that the students' practice time is short, and the students' social practice ability can not get good exercise and improvement.

## V. COUNTERMEASURES TO IMPROVE THE QUALITY OF THE TRAINING OF ENGLISH MAJORS IN COLLEGES AND UNIVERSITIES

### A. *Scientific Orientation Professional Training Target*

#### 1. The expression of the goal of talent cultivation should reflect the commonness and individuality.

It is the first point for improving the quality of talent training to make accurate and scientific orientation for the training objectives of English Majors in Colleges and universities. The Ministry of education has repeatedly pointed out that foreign language majors should set up a scientific concept of training talents, and improve the quality of talent training as the most important and most important task. Therefore, English Majors in Colleges and universities should find their own characteristics and sparkle points according to their own advantages on the basis of talents training objectives proposed in *the New Syllabus*, and stick to the cultivation of universality and individuality. All colleges and universities in our province should actively respond to national policy, according to the local social economic development needs and its own characteristics due to the school, because the school system, reasonable adjustment of personnel training objectives, training English talents diversified for economic development, avoid and eliminate the

identicalness.

The old university has a long history of English teaching and research, not only foreign language research personnel training experience, but also has the superiority and the humanities and social sciences of blending conditions, the colleges can make full use of the advantages of advanced English training, and pay attention to the development of students' ability of scientific research. However, English Majors in normal universities, science and technology, finance, agriculture and forestry and pharmaceutical universities should cultivate distinctive English majors according to their own colleges and universities. They must never blindly follow suit to imitate the training objectives of English majors which are not consistent with their own colleges and universities. In addition, the main task of the new undergraduate colleges is to cultivate applied talents with high comprehensive quality and strong social practice for regional development. According to the development needs of their own regions, English Majors in such colleges and their own characteristics, so as to deliver targeted applied talents for English in the local area.

2. The expression of the target of talent training should highlight the humanistic quality

English majors belong to the category of Humanities in China. *The Professional Catalogue and Introduction of Undergraduate Majors in Colleges and Universities* put "high humanistic quality" on the top of the goal of the training of English professionals, emphasizing that the humanities and professional knowledge and skills must be mastered by English professionals. Therefore, English majors should adhere to the characteristics of their humanities and pay attention to the education of humanistic quality.

To sum up, English Majors in colleges and universities should highlight the ideas and goals of humanistic education in the expression of their talents training objectives. Learning English is not just to master a tool. Colleges and universities should change their old concept of cultivating students' basic language skills, pay attention to the cultivation of students' humanistic quality, and develop students into complete human beings.

3. The expression of talent training should highlight the spirit of innovation

Under the background of global economic integration and vigorous development of higher education, building an innovative country is the core development strategy of the party and the state. The party and the state need more and more innovative English professionals. Therefore, it is very urgent and important to cultivate English talents with innovative spirit in College English majors. In this province, only 5% of the universities' English majors clearly put forward the innovation spirit of the students. The cultivation of English professional talents with innovative spirit has not attracted the attention of most colleges and universities in this province. Therefore, English Majors in every province should thoroughly implement the requirements of the development strategy of the party and the state, and integrate the cultivation of innovation spirit and ability into the orientation of talents training (Zhang & Feng, 2015). Colleges and universities should keep pace with the times and broaden their horizons and cultivate students' innovative thinking and ability based on cultivating students' solid language knowledge and skills.

#### B. Strengthen the Construction of Professional Teachers

The key to improve the quality of talent training in Colleges and universities depends on whether it has a high level of excellent teachers. The English Majors in all colleges and universities in this province need to continue to explore and innovate the construction of the teachers' team, and to continuously strengthen the construction of the teachers.

1. Introducing energetically high level teachers to optimize the structure of teachers

It is found that the distribution of English Majors in Colleges and universities in this province is not evenly distributed. In terms of professional titles or teachers' degrees, several old schools are superior to new universities in these areas. The study also found that the academic structure of English teachers in Colleges and universities in this province is poor. Most of the teachers of English Majors in some newly established universities graduated from the old institutions in this province. Therefore, colleges should vigorously introduce a high level of teachers, especially the place is located in the city of new undergraduate colleges should make greater efforts to introduce excellent teachers, should be introduced, including overseas masters and doctoral excellent English teachers should introduce, has rich experience in teaching and research of the professional leaders and professional person in charge. In the introduction of high level English teachers, it is necessary to consider the academic structure of the professional teachers. English Majors in Colleges and universities should also pay more attention to the expansion of foreign teachers. In this way, the teaching and scientific research team of English majors can be enriched and their teachers' structure can be optimized. In addition, when introducing high level teachers, colleges and universities should also formulate various preferential policies and measures to tilt the policies of highly qualified teachers and excellent foreign teachers, and try to avoid the loss of high level English teachers.

2. Innovating teachers' teaching ideas and improving teaching methods and methods

The study found that 65% of the students thought the classroom boring, and the teachers' teaching methods were single. Therefore, we can draw the conclusion that the educational concept of the English Majors in the universities is out of date, the teaching methods and methods are lagging behind, and there is less opportunity for teachers to interact with students. Through consulting the information, I find that the teaching methods of English Majors in German universities are abundant, especially heuristic and research methods. The classroom mainly takes students as the main body, with participatory and interactive. Even in the classroom using the teaching method, students can have a debate on the content of their study at any time (Yang, 2012). It can be seen that there are opportunities for full interaction between English teachers and students in German universities. Students play a major role in class, and the learning

atmosphere is more democratic and free. Therefore, in today's information era of rapid development of English majors, teachers should reform the education idea, the teaching improvement of traditional methods, and strive to achieve. In class discussions; according to the different teaching contents in the heuristic and discussion teaching method, choose the suitable type of case based teaching mode; choice of computer network simulation technology or teaching and properly timely, continuously improve and enrich the teaching methods, such as making full use of the current popular Mu class teaching, improve the quality of classroom. At the same time, teachers should pay more attention to the correct values of students who are in the period of youth (Zhong, 2014).

### 3. Increasing the strength of teachers' on-the-job training to promote the professional growth of Teachers

Today, with the rapid development of education and technology, everyone should continue to charge learning, and teachers should further implement lifelong education and constantly update their knowledge structure. First of all, we should actively encourage the teachers of English Majors in Colleges and universities to integrate the research results into the classroom teaching. Secondly, colleges and universities should pay attention to the in-service training of teachers, set up training programs for each teacher, and strive for the opportunity to study abroad for English professional teachers. Thirdly, the English major of the newly established universities should continuously improve the educational level of the teachers. This can improve the abilities and qualities of English teachers in Colleges and universities, and promote the professional growth of teachers.

In addition, on the basis of this, the English professional colleges can develop according to their own culture, academic teachers responsible for people and build the brand of teachers, take the characteristic development road.

## C. Strengthen the Construction of Professional Courses

### 1. Optimizing the structure of the curriculum to meet the basic requirements of the course

To optimize the structure of the curriculum and achieve the basic requirements of the course is the key to ensure the quality of the training of English Majors in Colleges and universities. According to the survey, the province's colleges and universities English majors basically offer professional basic skills courses, professional courses and related professional knowledge class the three aspects of the curriculum, but the three aspects of the curriculum structure is not reasonable, and the majority of College English majors are the professional class hours set shortage. In addition, some colleges and universities to catch the trend, to the cultivation of compound talents as the goal, such as tourism, hotels, open technology, news and other related professional knowledge to students, but this kind of curriculum is often a formality, and did not play the advantages and role of the formation of English Majors is not a solid grasp of English professional skills and knowledge, but also not understand the relevant professional knowledge of the embarrassing situation (Xue, 2001). Therefore, colleges and universities should optimize the structure of the curriculum and combine these three courses organically.

First of all, English Majors in Colleges and universities should strictly follow the requirements of *the New Syllabus*, increase the classes of English majors, focus on the opening of these two courses, and enable students to master deep English skills. Secondly, we should timely adjust and optimize the curriculum structure of English majors, distinguish the primary and secondary English majors and related professional knowledge classes, and avoid simply putting the courses together. The institutions should be according to their economic development in the region and universities, open to match the local economic development course, so as to cultivate the needed talent development area. Colleges and universities should give full play to their own advantages, highlight their own characteristics and improve the quality of the training of English majors.

### 2. Paying attention to the cultivation of comprehensive and qualified English professional talents in the humanities course

English majors belong to the category of humanities, so we should adhere to the characteristics of the humanities and cultivate the people with humanistic quality. The training of English majors should consist of three parts: row, knowledge, intelligence and practice, that is, profound English basic skills, namely, extensive English language, literature and culture knowledge. The survey found that English major courses in Colleges and universities in the province are insufficient and more elective courses. Therefore, when setting up courses, English Majors in Colleges and universities should not only focus on offering basic skills such as basic English, phonetics, grammar, and other professional skills courses, but also focus on the establishment of humanities literacy courses, such as British and American literature and Western countries.

English Majors in Colleges and universities can draw on the foreign courses in this field. First of all, in the student entrance open some simple Anglo American culture courses, from Chinese textbook starts, it can not only stimulate students' interest in learning English from the beginning, can also strengthen the students' basic language skills, improve students' Humanistic quality. Secondly, in the senior grade, English and American literature and other courses will be changed from elective courses to compulsory courses, and the teaching and learning of this type of course should be paid attention to. Thirdly, when learning English related culture, English majors should also offer courses such as college Chinese, so that Chinese classics can be combined with English literature and culture, and students' literary knowledge will be well established, which will lay a solid foundation for students to learn translation. Finally, colleges and universities offering English majors should, according to their own conditions and circumstances, set up elective courses of humanities quality as much as possible, and cultivate their quality in all aspects.

### 3. Paying attention to the cultivation of practical ability in practice courses

Most colleges and universities in this province are oriented to the development of their region. The purpose is to train and deliver practical talents with strong practical ability for the region. The survey found that the employers of English majors pay much attention to the actual working ability of the graduates. Therefore, it is very important to improve the students' practical ability. English Majors in Colleges and universities should increase the proportion of social practice courses (Zhong, 2014). First of all, in normal teaching, we should make full use of the hardware conditions that we have, such as multilingual lab and translation lab, etc., and encourage students to apply their knowledge to practice, and enhance their practical ability and practical ability. Secondly, the practice courses of English majors should develop towards pluralism and flexibility. For example, the assessment of students' practical courses should expand, encourage students to go out, do some activities and translation of venues, volunteers of international conferences, etc. Finally, the College English majors should be based on existing practice base on the further construction of campus training base, broaden the channels for the internship, students provide more internship opportunities and platforms, and appropriately increase and advance students' practice time. Meanwhile, during the student internship, the school should send someone to supervise and manage the student's internship effectively, so that the student's internship can be implemented and the practical ability of students can be improved in a real sense.

## VI. CONCLUSION

Through the literature review and analysis, much research about the quality of university English professional training and talents training in Colleges and universities, but on College English talent cultivation quality research is scanty, this paper enriches the research on the quality of personnel training in Colleges and universities English majors, and to provide theoretical guidance for the cultivation of talents in our province college English Majors at the present stage. In addition, this article can carry out the policy and strategic requirements of a series of Party and state. This paper discusses the English Majors of colleges and universities in our province. The training quality of the current situation and existing problems, and puts forward the corresponding countermeasures, has application value, to clarify the current situation in our province, the English Majors in Colleges and universities, to promote the reform of the training mode of English Majors in colleges and universities in our province, to English Majors in Colleges and universities in our province the training quality. Help to solve the economic development of our province need outstanding English talents.

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