LEARNING MOTIVATION, INFLUENCING FACTORS OF ENGLISH PROFICIENCY AND TRAINING ORGANIZATION SELECTION — EVIDENCE FROM COLLEGE STUDENTS IN THE PEARL RIVER DELTA

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ABSTRACT
By making a statistical analysis of college student's English learning motivation, English proficiency and its influencing factors in Pearl River Delta, the study shows college students' English proficiency mainly concentrated in CET-4 or CET-6. The main motivation is to meet the needs of employment and improve the ability of English application. Therefore, college students have the strongest willingness to improve their ability of English listening and speaking. There is a significant positive correlation between the type of training courses and the level of students. Training experience, willingness of learning, education level learning time are four important factors affecting English level. College students pay more attention to the charge of training organizations, teaching methods, the brand of training organizations and curriculum settings. For the publicity means of training organizations, publicity in school is more popular with college students.

Key Words: English Proficiency；Learning Motivation；Training Organization；Influencing Factors.

1. INTRODUCTION
If we say that from the 19th century to the middle of the 20th century, it is called the 1.0 era of global economy, and the 2.0 era of economic globalization from the middle of 20th to the present. The world, at present, is entering the 3.0 era of economic globalization with the third wave of economic globalization rising. In the era of globalization 3.0, China's economy seeks an important international position and plays an influential role as a global power. One of the basic links is the English level of college students, who are the new forces of social development. They will directly affect the process and depth of China's internationalization.

English training organizations are becoming more and more large-scale. How training organizations can actively expand their product lines and set up training courses to meet different needs while basing themselves on superior training projects to improve their competitiveness and attract more interest in students, in the first thing to solve for training organizations.

2. RESEARCH DESIGN

The English level of Chinese college students is generally measured by the following five levels:

under CET4, CET4, CET6, Tem 4 and Tem 8. Although the scores of TOEFL and GRE and other tests also reflect the level of English to a certain extent, these indicators are not universal among Chinese college students. Therefore, they will not be adopted in the study.

According to the information obtained from the preliminary investigation and interview with some famous English training organizations and Chinese college students, this research summarizes the factors that affect the English level of college students, which are mainly learning motivation, willingness to learn, training experience, educational level, specialty and learning time. Different from other people in the society, the motivation of college students to learn English is mainly distributed in many aspects, such as examination, going abroad, employment, improving ability and so on.

However, according to the requirements of Chinese higher education for college students' English level, it mainly involves listening, speaking, reading and writing, translation and knowledge of professional English. The choice of training organization for college students focuses on teaching methods, teaching environment, teaching place, curriculum, fees and brand.

According to the above ideas, this study, on the basis of understanding the three basic characteristics of the subjects' gender, education, and major, measures the factors affecting college students' English level and the choice of training organizations through Richter's 5g scale.

The survey focused on students in some colleges and universities in Pearl River Delta, and conducted a online survey through the media of Questionnaire Star. A total of 476 questionnaires were received, 443 of which were valid, the effective rate was 93.06%

3.MOTIVATION OF COLLEGE STUDENTS AND FACTORS AFFECTING THEIR ENGLISH PROFICIENCY

3.1. The Basic Information of the Respondents

Table 1 The Distribution of College Students' English Proficiency

Feature	Type	Number	Percentage
Sexuality	Male	213	48.08
	Female	230	51.92
Grade	Freshman	36	8.14
	Sophomore	76	17.16

	Junior	104	23.48
	Senior	138	31.15
	Master's degree in general	43	9.70
	Master of Arts	15	3.38
	Doctor of general type	31	6.99
Professional Category	Polytechnic Agricultural Medicine	258	58.24
	liberal arts	185	41.76

Table1 shows that in 143 condolence, the proportion of women in the sample is slightly higher than that of man, and the proportion of students majoring in science, engineering, agriculture and medicine is higher than that of liberal arts .Among undergraduate students, are mainly senior students, which makes the sample fully representative.

3.2. English Proficiency of Surveyed

Table 2 The English Proficiency of the Investigated College Students

English level	Number	Percentage
Under CET4	52	11.74
CET4	236	53.27
CET6	121	27.31
Tem 4	22	4.97
Above Tem8	7	1.58

The English proficiency of the surveyed college students generally follows a normal distribution. Most of the students have CET-4 and CET-6, and only 1.58% of the students have CET-8 or above.

The information provided by this part of the respondents will not produce a large deviation to the whole sample, and the sample data are reliable and effective.

3.3. Learning Motivation

Motivation is an important affective factor that influences the English learning. Gardner & Lambert believes that there are two. Types of learning motivation. One is instrumental motivation, the other is integrative motivation. From the perspective of social psychology, Gardner believes that foreign language learning motivation includes learning goals and behavior, the desire to achieve learning goals, and the positive attitude to learn the language (Gardner, 1985). Finally, Gardner& Lamer designed and revised the measurement instrument of language learning motivation many times, which has become'the most authoritative measurement instrument foreign language learning motivation' （Lianwei Yang et. 2007). Since the 1990s, foreign scholars have realized that there are some limitations in Gardner's motivation research. They began to draw lessons from Tremblay& Gardner's framework of the extended model of higher education, and turned to analyze the relationship between many motivation variables from educational psychology, cognitive psychology, constructive psychology, sociology, pedagogy, and other disciplines, and established a variety of learning motivation models. Lianwei Yang and Shaopeng Li (2009) summarized these foreign motivation models which are thought to include Drnyei's Motivation model of foreign language learning, Trembly and Gardner' Expanding the model of motivation theory, Williams and Burden's Social constructivist model, and Schumann's Neurobiological model. Yihong Gao et. (2003) investigated the English learning motivation of Chinese undergraduates and found that students have intrinsic interest motivation, achievement motivation, going abroad motivation, learning situation motivation, social responsibility motivation, personal development motivation and information media motivation.

The above documents provide useful support for this study to determine the motivation of college students' English learning. Combining the conclusions of the existing literature and the investigation of college students' learning motivation. The main motivation for college students to learn English is to find a job, improve their skills, examination, and go abroad. Among them, the proportion of learning for employment is the highest, accounting for 85.57%. It can be seen that college students have a strong sense of purpose in learning English, with employment and improvement of English ability contributes to English learning. Wang jingbao's （2010） research shows that the employment rate of college students who have passed CET4 is 2.73 times that of those who have not passed CET4, while the employment rate of college students who have passed CET6 is 2.754 times that of those who have not passed. Therefore, the English proficiency has a significant impact on the employment of college students. Meng dahu (2012), based on the questionnaire data, uses the empirical analysis method to discuss the relationship between English proficiency and college students' employment. His analysis shows that the higher the proficiency of English, the higher the employment rate, that is, the employment rate of college graduates with English certificates such as CET4 and above, CET6, IELTS, and TOEFL is significantly higher than that of other students with low proficiency of English. Abroad, Roshid & Chowdhuiy(2013) pointed out the relationship between globalization and English language implies the importance of employability in the job market. Studies on the English language skills of Australia college graduates and their role in the job market also show that English proficiency has an important impact on the employment

opportunities and employment prospects of college graduates. However, some researchers believe that the main difference between successful and unsuccessful English learners is the difference in learning methods, which leads to the obvious difference in English learning performance. Some researchers, after regression analysis, come to a conclusion that the impact of English proficiency on the employment of college graduates is not as significant as expected.

Table3 Motivation for College Students to Learn English

N=443	Examination	Interest	Go Abroad	Employment	Upgrade
Mean Value	3.6469	3.1157	3.0684	4.0975	3.9662
Rate of Highly identity	24.13	8.68	10.64	32.07	27.94
Rate of identity	71.42	46.85	38.26	85.57	76.08

Remarks: In the questionnaire, 5: Very agree; 4: Comparative identity; 3: Uncertainty; 2: Do not agree; 1: Very different

To test the above conclusion, this study examined whether the identity mean of various English learning motivation was significantly higher than that of constant 4(identity) by using a single sample t-test. The results show that the p-values of employment and empowerment are relatively large, and the p-values of unilateral are greater than the significant level of 0.05, which does not reject the original assumption. That is, there is no significant difference between the average and 4(identity) of the two English learning motivation: employment and ability improvement. It can be used as the main motivation for college students to learn English.

Table 4 A One-Sample T-test for English Learning Motivation

Motivation	Test Value=4			
	t	df	Sig（2-tailed）	Mean Difference
Examination	-3.365	443	0.001	-0.2736
Interest	-9.874	443	0.000	-0.7158
Go Abroad	-11.026	443	0.000	-0.9331
Employment	1.563	443	0.125	0.0978
Upgrade	-0.721	443	0.476	-0.0546

3.4. The Relationship Between Willingness to Learn and English Proficiency

3.4.1 An Analysis of the Intention to Learn English

The concept of learning intention was first put forward by Mc Croskey and his college (1992). In recent years, many studies on English learning have proved that the main factors affecting the effect of learners' learning and teachers' teaching include cognitive and affective variables. Researchers (Chang Xin 2005) have found that the core of emotional factors is learning willingness and achievement motivation. Learners can integrate the two domains of language acquisition and use through this variable. The results show that there is a significant correlation between learning intention, achievement motivation, learning style, and English achievement. Learning intention will have an impact on achievement motivation, and then affect students' academic performance.

Table 5 College Students' Willingness to Learn English

N=443	Listening & speaking ability	Writing ability	reading ability	translation ability	professional ability
Mean Value	4.5426	4.1570	4.2636	3.9758	3.4073
Rate of Highly identity	64.38	32.56	43.48	34.25	22.84
Rate of identity	91.94	82.47	87.82	75.31	48.20

From Table5，it can be seen that how to improve English listening and speaking ability is the primary task which college students are facing with. Therefore, the expression of their willingness is the strongest, reaching 91.94%, among which 64.38% have a very strong will. Secondly, as for how to improve English reading and writing skills, the willingness of college students is also high, reaching 87.82% and 82.47%. Only 48.2% of the college students are willing to improve their English professional knowledge. Therefore, it's not difficult to find that in the new era of economic globalization, college students are more rational in learning English and pay more attention to how to improve their practical application of English.

3.4.2 Analysis of college students' willingness to learn with different English proficiency.

By calculating the arithmetic mean of the scores of the subjects' willingness to learn English, we can get the comprehensive willingness to learn which reflects the degree of an individual's willingness to learn English. The results are listed in Table6.

Table 6 Average of College Students' Willingness to Learn English at Different Levels

Sign	Scales	Number	Mean Value	Standard Deviation
English level	Under CET4	52	3.916	0.8732
	CET4	236	4.0782	0.5749
	CET6	121	4.1288	0.6256
	Tem 4	22	4.9976	0.0000
	Above Tem8	7	5.000	0.0000

After that, it is necessary to explore the influence of English academic level on learning willingness from the perspective of a single factor. One-way ANOVA is performed and the results are listed in Table7.

Table **7 The influence of English proficiency on willingness to learn analyzed by one-way ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.217	4	1.321	3.348	0.012
Within Groups	76.635	439	0.425		
Total	81.754	443			

Table7 shows that the duration of the F distribution is P=0.012，less than the significance level 0.05, rejecting the original hypothesis. It means that their significant differences in the degree of English learning willingness under different English proficiency levels. There is a positive correlation between their English proficiency and their willingness to learn English

3.5. The Effect of Training Experience on English Proficiency

Table 8 Distribution of Participants' Training Experience

Training experience	Number	Percentage
Not attending training	179	40.45

Attending 1	171	38.56
Attending 2	50	11.18
Attending 3	30	6.85
Attending 4	13	2.96

The statistical results of Table8 show that the sample is from 264 college students who have participated in English training, accounting for 59.5%. Among them, 38.56% had participated in one kind of training and nearly 21% had participated in more than two kinds of training. Thus, it can be seen that most of the college students in the sample tend to improve their English ability by attending English training classes.

Table 9 The Influence of Training Experience on English Proficiency Analyzed by One-way ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.568	4	8.234	19.626	0.000
Within Groups	76.784	439	0.476		

The single factor analysis of variance on training experience influencing English proficiency shows that the P value of F distribution is equal to 0.00, less than the significance level of 0.05, rejecting the original hypothesis. Therefore, it can be concluded that there are significant differences in English proficiency under different English training experiences. There is a significant positive correlation between their English proficiency and the types of training courses they have attended. The more types of training, the higher their English proficiency is.

3.6. The Influence of Major on English Proficiency

Table 10 English Proficiency of Different Majors

Professional	Number	Mean Value	Standard Deviation
liberal arts	164	2.185	0.8153
Polytechnic Agricultural Medicine	279	2.016	0.7126

According to the results of regression analysis (Tong Qingwei, Li Ling1994), there are great differences between liberal arts majors and science majors.

The students of science major have heavy learning burden, strong logic in teaching content, more homework in professional class, and more time spent on professional study after class, causing conflict between students' professional learning and English. Professional learning occupies effective English learning time. However, the statistics of this study show that compared with the students majoring in science, engineering, agriculture, and medicine, the students majoring in arts have a higher proficiency of English. The results of One-way ANOVA also confirmed it. The P value of F distribution is equal to 0.322, less than the significance level 0.05, rejecting the original hypothesis. There is no significant difference in the English proficiency of the different majors.

Table 11 The influence of major on English proficiency analyzed by one-way ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.516	1	0.516	0.824	0.322
Within Groups	131.679	441	0.652		
Total	133.156	442			

3.7. Average Daily English Learning Time and English Proficiency

Table12 The Statistics of English Proficiency on Different Average Daily English Learning Time

Sign	Scales	Number	Mean Value
Daily English	Within 1 hour	52	3.916
Learning Time	1-2 hours	236	4.0782
	2-3 hours	121	4.1288
	3-5 hours	22	4.9976
	More than 5 hours	7	5.000

From Table12, it can be observed that the average daily English learning time gradually increases, and the English proficiency will gradually be improved. The analysis about the effect of learning time on English proficiency by one-way ANOVA shows that P value of F distribution is equal to 0.000, which is less than the significance level of 0.05, rejecting the original hypothesis. That is to say, there are significant differences in English proficiency under different learning time, and there is a positive correlation between them. If the time of English

learning is increased, the English proficiency of college students will be improved accordingly. Therefore, English learning time is an important factor affecting the improvement of English proficiency. Zha Dehua (2010) also believes that learning time and learning action are the strongest predictors of success in college English learning. The main reason for the failure of college English learning is not hard enough, rather than bad methods.

Table13 One-way analysis of variance of the effect of learning time on English proficiency

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.216	4	3.225	7.541	0.000
Within Groups	102.853	438		0.547	
Total	104.754	442			

3.8. An Analysis of the Correlation Between English Proficiency and Six Influencing Factors

Putting together six factors which are English proficiency, learning motivation, learning willingness, education level, professional learning time and training experience, the correlation between these six factors and English proficiency is observed and the results are listed in Table14. From Table14, the correlation coefficient of training experience, education level, learning time and learning willingness is 0.543, 0.426, 0.316, 0.195 respectively, and the P value is less than 0.05, which shows that these four factors have a significant positive correlation with English proficiency. Besides, the correlation coefficient between major and English proficiency is 0.132. There is a certain correlation. Although Wu Yian has made a survey of the psychological and soci-psychological factors and learning strategies that affect English learning performance, his research shows that linguistic ability and learning motivation have the greatest impact on students' English learning performance. But this study shows that the correlation coefficient between learning motivation and English proficiency is 0.021, and at the same time, the P value is greater than 0.1, showing that the correlation coefficient can not be rejected, and there is no correlation between your original assumption of learning motivation and English proficiency. So, there are two different conclusions, and the possible reason is that the two study of college students in different times. Therefore, its impact is also different.

Table14 an Analysis of the Correlation between English Proficiency and Six Influencing Factors

English proficiency	Learning Motivatio	Willingne ss to	Education al Attainme	Profession al	Learning Time	Training Experien

	n	Learn	nt		ce	
Pearson Correlation	0.021	0.195**	0.426**	0.132	0.316**	0.543**
Sig（2-tailed）	0.708	0.006	0.000	0.088	0.000	0.000

3.9. Regression Analysis of English Proficiency and Related Factors

The results of the correlation analysis of Table14 and the training experience, educational level, learning time and willingness to learn, four factors have significant correlation with English proficiency. Therefore, this study intends to establish a multiple linear regression model and evaluate the impact of these four factors on English proficiency. The results are listed in Table14 to Table16.

Table 15 One-way ANOVA Test of Regression Model between English Proficiency and Related Factors

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.264	1	27.264	72.184	0.000
	Residual	75.438	441	0.392		
	Total	102.702	442			
2	Regression	34.716	2	17.806	53.638	0.000
	Residual	67.751	440	0.337		
	Total	102.467	442			
3	Regression	38.462	3	14.287	38.257	0.000
	Residual	64.134	439	0.348		
	Total	102.596	442			
4	Regression	42.347	4	11.424	32.068	0.000
	Residual	60.532	438	0.359		
	Total	102.879	442			

Table 16 Regression Coefficient between English Proficiency and Related Factors

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std.Error	Beta		
1	(Constant)	1.874	0.062		32.426	0.000
	Training Experience	0.378	0.043	0.502	8.478	0.000
2	(Constant)	1.513	0.121		15.235	0.000
	Training Experience	0.346	0.039	0.465	7.482	0.000
	Educational Attainment	0.126	0.028	0.276	4.816	0.000
3	(Constant)	0.624	0.279		2.231	0.033
	Training Experience	0.324	0.040	0.432	7.456	0.000
	Educational Attainment	0.131	0.028	0.292	4.889	0.000
	Willingness to Learn	0.208	0.067	0.193	3.417	0.001
4	(Constant)	0.537	0.268		1.864	0.054
	Training Experience	0.272	0.036	0.389	6.585	0.000
	Educational Attainment	0.136	0.028	0.289	5.128	0.000
	Willingness to Learn	0.190	0.058	0.174	2.986	0.003
	Learning Time	0.093	0.038	0.135	2.316	0.021

Table 17 Determinant Coefficient of Regression Model between English Proficiency and Related Factors

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	0.541	0.286	0.280	0.63762
2	0.586	0.351	0.346	0.59641

| 3 | 0.615 | 0.392 | 0.385 | 0.57458 |
| 4 | 0.642 | 0.413 | 0.397 | 0.56317 |

Table16 shows the constant term's P value of 0.054 is higher than level of significance 0.05, without rejecting the original hypothesis that the constant is 0.The final model equation obtained by stepwise regression analysis is following：

$$Y = 0.136X_1 + 0.190X_2 + 0.093X_3 + 0.272X_4$$

It can be seen from Table17 that the four regression models all passed the significant F test. The results show that the four models are effective, and the adjusted R square value of the model is the largest, and the fitting effect of regression equation is the best.

The upper analysis fully shows that training experience, learning willingness, education level and learning time are the four important factors affecting English proficiency. The more training experience a student has, the higher his academic qualifications, the stronger his willingness to learn English, and the longer he studies English every day, the higher his English proficiency may be.

4. COLLEGE STUDENTS' CHOICE OF TRAINING ORGANIZATION

The most important factors for college students to choose the training organization are charge, teaching method, training organization brand ,curriculum setup, teaching environment and teaching location in turn .Among them 96.54% of the surveyed students agree that the reasonableness of the fee is the standard for selecting training organizations.

Table 18 Selection Criteria for Training Institutions（N=443）

Project	Charge	Teaching Style	Brand	Curriculum Settings	Teaching Environment	Teaching Location
Mean Value	4.5864	4.2795	4.2238	4.1842	4.1613	4.0484
Rate of Highly identity	61.25	47.72	44.58	38.94	33.81	30.46
Rate of identity	96.54	86.75	84.42	85.64	83.48	76.80

According to the above standards, it is suggested that when training organizations carry out English training for college students, they can appropriately reduce the requirements on the

training environment and location, so as to reduce the training cost, and then attract more college students to participate by offering preferential tuition fees.

4.1 Willingness to Pay Training Costs

It can be seen that 62.54% of college students are willing to pay less than RMB500for each training. 91.34% of the college students hoped that the training fee would be less than RMB1000 each time, and only 1.04% of the respondents were willing to pay more than RMB2000 each time.

Table 19 Statistics on Willingness to Pay（N=443）

Payment of expenses	Number	Percentage	Cumulative percentage
Under $500	276	62.54	62.54
$501-1000	128	28.80	91.34
$1001-2000	34	7.62	98.96
$2001-5000	5	1.04	100.00

Whether the willingness to pay is more than RMB500 for a single training, and whether the participants are divided into different groups, and how to study English with difference willingness to pay are analyzed by One-Way Anova. The results are shown in table below:

Table 20 Motivation for Learning English with Different Willingness to Pay（N=443）

Motivation	willing to pay	Number	Mean Value
Examination	＜500	276	3.8145
	>=500	167	3.6231
Interest	＜500	276	3.2476
	>=500	167	3.3178
Go Abroad	＜500	276	2.8639
	>=500	167	3.3547
Employment	＜500	276	4.0852

	>=500	167	4.1569
Upgrade	<500	276	3.7783
	>=500	167	4.1762

From the above table, it is not difficult to find that the students who are willing to pay more than RMB500, The motivation is mainly employment and improve ability, while the willingness to pay less than RMB500 students ,their motivation performance is more diversified, mainly employment improve ability and examination. In order to investigate whether there are significant difference in the motivation of going abroad and improving the ability of college students with different willingness to pay, this study performed One-Way Anova. The results are shown in table 21.

Table 21　Results of One-Way Anova on the Influence of Payment Intention on Learning Motivation

Motivation		Sum of Squares	df	Mean Square	F	Sig.
Examination	Between Groups	2.283	1	2.283	1.831	0.214
	Within Groups	264.358	441	1.308		
	Total	265.412	442			
Interest	Between Groups	0.464	1	0.464	0.426	0.785
	Within Groups	225.645	441	1.182		
	Total	226.741	442			
Go Abroad	Between Groups	12.752	1	12.752	8.571	0.008
	Within Groups	286.369	441	1.513		
	Total	296.136	442			

Employment	Between Groups	0.274	1	0.274	0.186	0.615
	Within Groups	168.041	441	0.836		
	Total	168.263	442			
Upgrade	Between Groups	7.791	1	7.791	8.636	0.007
	Within Groups	182.513	441	0.925		
	Total	190.080	442			

Table 21 shows that the P value of going abroad and improving ability is small, and the null hypothesis is rejected, indicating that college students with different willingness to pay have significant differences in these two learning motivations. College students with different willingness to pay have different learning motivations. For training institutions, this means setting up different training courses according to students' learning needs and developing rational pricing strategies.

4.2 Teaching Methods of Training Organization

Scene training can effectively promote the transfer and integration of college students' knowledge, students' understanding of English-speaking countries' culture, and can also improve college students' oral English ability, English operation ability and applicability, as well as effectively enhance their psychological quality (Wang Jian, 2010). As can be found in the following table, the teaching method of simulating real scenes has been approved by about 84% of college students. This fully shows that this relatively new teaching method has a great market demand. At the same time, as the most common and universal way of training, the combination of multimedia teaching and face-to-face teaching has also been accepted by nearly 80% of college students. The possible reason is that multimedia teaching method has advantages of multimedia teaching information, being visual, creating good context, easily stimulating students' interest, and easily being understood and mastered. In addition, there are abundant reference materials and retrieval is fast and convenient. Courseware is easy to reuse, while lesson preparation and class time saving can provide teachers with a lot of convenience (Zhou Lihong, Gong Hongqi, 2010). However, the acceptance of closed training and online teaching is relatively low, especially the popular online teaching methods such as MOOC in the past few years, which have only been recognized by about 30% of students. Although network teaching has the characteristics of openness, interaction, personalization, and vividly, it is considered to be novel in form and distinctive in characteristics, which can greatly stimulate students' interest in learning and mobilize their enthusiasm for learning. The combination of network and English

teaching will help to speed up the transformation from the traditional teacher-centered teaching mode to the student-centered ability-training teaching mode.

Table 22 Results of Statistics on Teaching Methods

Project	Multimedia& face-to-face	Online	Real Scene	Closed
Total	443	443	443	443
Mean Value	4.1629	3.0148	4.3751	3.0658
Standard Deviation	0.92754	1.1364	0.8725	1.0863
Rate of Highly Identity	31.67	8.80	41.08	11.96
Rate of Identity	78.33	32.05	83.97	36.12

4.3 Willingness to Choose Training Courses

Results of statistics on willingness to choose training courses are listed in Table 23. It can be found that 76.52% students show great interest in oral English training, who hope training organizations can increase the number of this type of training course. While other kinds of courses which are accepted by college students are listed in priority: Business English > Examination for going abroad like TOFEL and IELTS > CET. So, compared with other kinds of exam, college students focus more on increasing the ability of English practical in English learning nowadays. That is the strong reason why over 90% college students think the ability of listening and speaking enjoys high priority.

Table 23 Willingness of College Students Choosing Training Courses

Project	CET	Examination of Going Abroad	Business English	Listening and Oral English
Total	443	443	443	443
Mean Value	2.7681	3.1289	3.3618	4.2681
Standard Deviation	1.2568	1.10493	1.1249	0.9335
Rate of Highly identity	9.82	13.18	18.04	42.67

Rate of identity	32.57		42.52	50.25	76.52

4.4 Publicity Ways of Training Organizations

Whether college students choose to train or not and training in which organization depend on the publicity ways of training organizations. In many means of publicity, publicizing in campus is widely recognized by college students. Over 80% students think it is the publicity and advertising of training organizations in campus that make them have more and deeper understandings toward them. Some researchers (Liu Weixiang, Li li, 2017) think that the domestic English training organizations' market segmentation is much sketchier currently, which goes against English training organizations to have a deep understanding and research toward the potential client group and to draw up a distinctive pricing plan pertinently. However, the campus publicity supplies this gap exactly. While other means of publicity which are accepted by college students are listed in priority: Introduced by friends > Publicizing Online > Publicizing on Print Media > Publicizing on Television Media. Compared with network media and print media like newspaper and magazine, television media is not a recognized publicity way. That is because, in terms of college students, on the one hand, they don't have time to watch TV. On the other hand, they have little chance to have a touch with TV while knowing training organizations by network media and kinds of periodicals and magazines in library.

Table 24　Publicity Ways of Training Organizations（N=443）

Project	In-school publicity	Friends introduction	Television Media	Print Media	Network New Media
Mean	3.8875	3.6242	3.3582	3.5127	3.5941
Std.Deviation	0.78542	0.91736	0.96327	0.95191	0.97374
Rate of Highly identity	19.68	14.28	8.38	8.76	15.38
Rate of identity	80.49	64.86	27.56	56.54	57.21

In order to test the accuracy, scientific and reliability of the above results, this study intends to conduct a further T-test on the acceptance of the above publicity means (assuming that college students all accept these five publicity means as the main way for them to understand the training organization). As shown in table 25, the p value of campus publicity $=0.147 >$ significance level 0.05, which does not reject the original hypothesis. It can be concluded that college students generally agree with the means of on-campus publicity of the training organization, which is the main basis for them to decide whether to participate in a certain training of the training organization. However, the p value of other publicity means $=0.00 <$ significance level 0.05, rejecting the null hypothesis, and its mean value is less than 4, which fully indicates that college students accept the other four publicity means less.

Table 25 Test of the Degree of Recognition of Publicity Means

	Test Value=4			
	t	df	Sig. （2-tailed）	Mean Difference
In-school publicity	-1.424	442	0.147	-0.0841
Friends introduction	-4.463	442	0.000	-0.2868
Television Media	-12.671	442	0.000	-0.7659
Print Media	-7.886	442	0.000	-0.5617
Network New Media	-6.960	442	0.000	-0.4752

5. CONCLUSION AND DISCUSSION

As mentioned above, the following main conclusions can be got: (1) At present, college students' English proficiency in generally centered in CET. Their purpose of learning English is stronger and the main motivation is to satisfy the need of employment and enhance the ability of using English, especially improving the ability of English listening and speaking. So, college students' willingness of improving the ability of listening and speaking is strongest in every aspects of English learning. There are two possible reasons. On the one hand, college students lack English listening and speaking ability. On the other hand, it also shows the urgent desire of them to enhance the level of practical English. (2) According to the results of One-way ANOVA on the relationship among the willingness of learning English, training experience and English proficiency, English proficiency has a significant positive correlation with the willingness of learning English and the type of training courses which college students have attended, which shows the willingness of learning and attending training courses play a vital role in the level of English. The regression analysis of the correlation between English proficiency and influence factors further prove that training experience, the willingness of learning, education level and learning time are four important factors influencing English proficiency and four factors show a significant positive correlation with English proficiency. (3) The analysis of the standard of college students choosing training organizations shows that they generally concentrate on the price, teaching methods, brand and course arrangement of training organizations. Among of them, they especially focus on the price of courses. On the contrary, they pay less attention on the environment of teaching and the distance of teaching places. As for the means of publicity of training organizations, campus publicity is more popular with college students.

Based on the conclusion above, our research offers the following advice to discuss: (1) Training organizations can focus on how to improve college students' ability of listening and speaking while arranging courses. As to teaching methods, training organizations should try to use a teaching method like simulating real teaching scenes, supplemented by the combination of

multimedia teaching and face-to-face teaching. (2) Training organizations can take a way of teaching management which is different from normal universities like Loose Teaching. It is able to increase the learning willingness and conscientiousness of low-level college students. (3) Training organizations should design various and attractive publicity event to enhance the understanding of students toward organization brand. To lower the training cost, training organizations could decrease the price properly which can attract effective source of students and reduce the demand of training environment and place.

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