

Research on the Construction of College English Development Courses Based on the Theory of Demand Analysis

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Abstract: Curriculum construction is the core element of talent fostering. College English development course is an important part of college English curriculum system. Through questionnaire survey and semi-structured interview method, this paper analyzes the College students' learning needs in English, needs of teachers' qualification, course types and teaching forms. According to the analysis results, this paper proposed ways of construction of College English development courses from the dimensions of curriculum, teachers, teaching methods, teaching materials and teaching assessment. To build the development courses, construction of the diversified, modular, hierarchical and distinguishing curriculum should be strengthened; highly qualified teachers on development courses can be optimized by teaching team and team teaching, as well as course progression and degree study. Improve teaching effectiveness by use of information technology to create three-dimensional teaching space; develop campus adaption teaching materials and build a teaching resource database for students personalized English learning; and promote diversified and developmental curriculum evaluation to stimulate students' learning interest and involvement. Finally, to meet the needs of development of excellent English talents.

Keywords: Learning needs, College English, Construction of development curriculum

1. Introduction

The final outcome of education depends on the students-oriental curriculum construction and its implementation process for students. Curriculum construction is the central part of improving the quality of higher education^[1] as well as the core element of the talent fostering^[2], whose level of quality directly determines the quality of personnel during its development, and is also an important measure to realize the intensive development of higher education in the new era. At present, the vast majority of non-English major students consolidate and improve their language skills by the learning of the course of College English, which helps students enhance the understanding and application of language knowledge. College English teaching and learning plays an essential role in talents development. However, the teaching of General English Courses with basic language skills as the main content can no longer fully meet the needs of development trend in the new era and the personalized needs of students' future development^[3]. The publish of a series of important documents published by the CPC Central Committee and the State Council, such as "Coordinate and promote the overall plan for the construction of world-class universities and first-class disciplines", "the 14th Five-Year Plan for the Development of National Education", "2035 Action Plan for Philosophy and Social Sciences in Colleges and Universities", "the medium and long-term development plan of education informatization (2021-2035)", which clarify the principle of classification construction of the university undergraduate course development. College English Curriculum Requirements (2020 edition) emphasizes the need to "concern with students' different English level and fully reflect individualization"^[4]. College English follow-up curriculum is an important direction of college English teaching reform, which is an inevitable requirement of social and individual needs^[5]. Building a curriculum system of college English development courses with its own characteristics is a challenge for most of the universities^[6]. Guide students to combine the learning of English development courses with professional knowledge and meet the needs of students' personalized diversified development is helpful to enhance students'

competitiveness.

2. Course Demands analysis

Richards (1984)[7] believes that language courses must be consistent with the purpose of learners in learning a foreign language in this real world. He divided the needs into social needs and personal needs. "Social needs mainly refer to the needs of the society and employers for the foreign language ability of the relevant personnel, while individual needs mainly refer to the gap between the student's current actual level and the level he wants to achieve." [8]. The theory of demand analysis includes two parts: collecting information and analyzing information. Understand the needs of the goals through the collection, sorting out and analysis of the information [9]. The construction of college English follow-up curriculum should take the personal needs of students as the starting point, set up reasonably, and build a team of high-qualified teachers to improve the effectiveness of teaching and meet the social needs for talents [10].

2.1 Students' learning needs for English courses

In October 2022, the author conducted a questionnaire survey on 2,700 non-English major sophomore students of L College in Grade 2021 about the college English learning needs, the types of development courses, favorite teaching forms, and demands of the course teachers. These students have experienced development course selection and have a good knowledge of these course with a clear direction for the target course selection. 2224 valid questionnaires were recovered. Based on the demand analysis theory, the survey data were analyzed. It aims to understand college students' personal needs of English development courses selection.

Table 1: Learning Needs of College Students on Development Courses (Multiple choice).

Learning needs	percentage
Enhance the Humanistic quality	40%
Improve English skills in the field of expertise	54.3%
Strengthen oral skills for foreign contact	45%
Take the test	13.45%
Helpful for finding a job	4.4%

Statistical analysis of the survey data was conducted by the software of SPSS17.0, which showed college students' learning needs for development courses were divided into five categories (Table 1). It can be seen from the survey data in Table 1 that most students realize the importance of English learning in improving humanistic quality, its application in professional fields and foreign communication. 40% of students want to improve their humanistic quality and internal quality through development courses; 54% want to have courses to help improve the ability of listening, speaking, reading and writing in their professional fields; and 45% percent believe that development courses will be helpful in their improvement of foreign communication and skills of communication. Another 13.45% of students want to be offered courses helpful to pass exams like CET-4 & -6 as well as postgraduate entrance examination. In addition, 4.4% of students hope courses that help with job hunting and employment after graduation are in the list of selection.

Table 2: Learning Needs of College English for General Education (Multiple choice).

Learning needs	percentage
Consolidate language skills	44.17%
Improve comprehensive skills of English	33.74%
Strengthen oral skills for foreign communication	7.24%
Take the test	44.27%
Helpful for job-seeking	3.67%

According to the survey data in Table 2, students who take college English courses for general education believe that the learning of this course is more conducive to consolidating basic language skills (44.17%), improving comprehensive English skills such as listening, speaking, reading, writing and translation (33.74). Moreover, it's helpful to pass CET-4 & -6 as well as postgraduate entrance examination (44.27%). Of all the students participants in the survey, 52.16% want to have a variety of options to select their favorite development course to widen their horizon while improving their language skills (Table 3).

Table 3: Willingness of Selection on Development Courses and General English courses (single choice).

Development Courses	College English for General
52.16%	47.84%

Comparing the reasons for course selection intention (Table 4), more than 54% of students choose for interest, which is as two times much as selection of college English courses (27.26%); and more students considered development courses (22.41%) are more practical than college English for general education (11.18%), and the former (10.6%) is more popular than the latter (8.74%). While recognition of the difficulty to the course varied widely. There are 30.73% of the students taking college English for general education because of its easy-learning, while 14.3% take development course because of its challenge. Among all the reasons for taking development courses, juniors and seniors' recommendation has a relatively large occupation (more than 30%), which indicates experience from students of upper class has a reference for them.

Table 4: Reasons for Selection of Development Courses and General English Courses (Multiple choice).

Reasons	Development courses	General English courses
Recommendation from students of upper class	18.88%	12.59%
For interest	54.66%	27.26%
For recognition of difficulty	14.31%	30.73%
For practicability	22.41%	11.18%
For popularity	10.6%	8.74%

In order to further understand students' intentions and needs for development courses, 30 students were selected randomly from classes of general English courses for semi-structured interviews to understand the actual reasons why students did not choose development courses. The interview results mainly included three aspects: (1) about 26% of students chose college English for general education because there were no courses available; (2) about 40% of students chose college English for general education because there were no favorite courses available. (3) About 14% of students were reluctant to choose development courses, fearing that it is too difficult for them to learn. In addition, 56.57% of students hope a 2:2 ratio between college English courses and development courses, that is, to take the general English courses in the freshman year and development courses for sophomore year. To sum up, it can be seen that sophomores hope more development courses that highly interesting and moderate in the degree of difficulty are available to meet the needs of all students.

2.2 Students' demands for English teachers

Table 5: Demands for Course Teachers (up to 6 items selected).

Demands	Percentage
Get along well with students	76.77%
Work conscientiously and responsibly	65.66%
High classroom teaching efficiency	67.68%
Solid knowledge in the fields of subject	61.11%
High pass rate for final exam	41.92%
Less assignments after class	21.21%

The survey data statistics (Table 5) showed attention of students courses selection mainly focus on the following six aspects: (1) whether they get along well with students; (2) whether they work seriously and responsibly; (3) whether the classroom teaching is effective; (4) whether they are knowledgeable and professional; (5) whether most of the students can pass the final examination in the teacher's class; (6) whether there are lots of assignments after class. Among them, whether teachers can deal harmoniously with students is in the first place, accounting for 76.77%. It can be seen that students hope that teachers can communicate with students more, keep relaxing in the classroom learning while acquiring knowledge. It is worth mentioning that, whether in the selection of development courses or in general English courses, students do not have a high demand for teachers with high professional titles and high academic qualifications (0.91%). More attention is paid to whether teachers can effectively teach knowledge to students, the efficiency and quality of classroom teaching, whether teachers prepare lessons carefully and whether students can learn something during classroom learning. In addition, high quality assignments are expected to reduce the burden of homework. This also reflects the students' desire for high-quality "golden lessons" and high-quality teachers with educational literacy, teaching

literacy and subject literacy.

2.3 Students' need to expand course types

Table 6: Needs for Development Course Types (Multiple choice).

Language skills	Cultural literacy	Specialized English	Academic English	Distinguished Courses	Examination training
33.23%	94.33%	60.68%	17.85%	94.12%	21.08%

Providing the current known development courses to the students and get the data in Table 6. As can be seen from the data, students have a high demand for courses of culture introduction on Chinese and Western as well as courses on distinguished English, such as talk about Chinese culture in English, Reading into China, British and American culture; English film appreciation, English film audio-visual speaking, watching English film to learn British and American literature, and so on. The demand for special-purpose English (ESP) courses, such as Tourism English, business English, practical English for workplace communication, English for law, etc., has increased significantly compared with previous years (10% in 2019 VS 60.68% in 2022). The demand for academic English has increased from 5% in 2019 to 17.85% in 2022. There is still a certain demand for language skills improvement (33.23%) and examination training courses (21.08%). Semi-structured interviews were conducted among 20 students randomly selected from those who selected development courses to further understand their needs for course types. The interview results are as follows: (1) more than 80% of the students want to take cultural introduction and subject characteristic courses because of interest, expecting to understand the world, broaden their horizons and expand their knowledge through this kind of courses. At the same time, apply what they have learned into actual life. (2) 68.8% of the students think that English courses for special purpose are highly targeted and subject-oriental, helpful to effectively improve their English communication skills in the professional fields. (3) 20% of the students believe that they were unfamiliar to academic English before and think the course is difficult to learn. While their logical thinking in writing and clarity of expressions are greatly improved after their learning on this course.

2.4 Students' needs for classroom teaching forms

Table 7: Needs for Classroom Teaching Form (Fill-in-blank Subjective Question).

Needs	percentage
Teachers' in-depth analysis and explanation	53.23%
Interesting classroom teaching	90.13%
More group work/classroom discussion	60.68%
Bilingual teaching	57.85%

According to the generated Word Cloud (as shown in Figure 1) by statistics (Table 7), more needs of students for classroom teaching forms are highlighted in the following four aspects: (1) more explanation on knowledge from teachers in-class are expected; (2) more interesting lessons are wanted in class, such as video-clip playing, stories-introduction; (3) more activities such as group work, classroom discussion are needed to improve the interactivity in the classroom and active classroom atmosphere; (4) bilingual teaching is necessary for students' fully understanding the knowledge taught by the teacher.

Suggestions to the teaching of English



Figure 1: Word Cloud

According to suggestions for the overall teaching of college English courses, students' overall demands for English courses are mainly as follows: more needs to diversified development courses, larger capacity of the expanded course classes, more interesting and practical teaching, more related introduction to extra-curriculum knowledge, more deep explanation on in-class language points; more attention to listening and speaking training, more use of bilingual teaching instead of English as a medium of instruction, and moderate amount of quality-oriental related tasks after class. The most important thing is to teach effectively so that students can benefit.

3. Construction of College English Development Curriculum Based on Demand Analysis

Based on the national language development policy and the social as well as individual needs of the college English expansion courses, the L College has made adjustments to the college English curriculum system, and the original "2 + 1 + 1" mode has been adjusted to the "2 + 2" mode. The "2" in the mode refers to the compulsory general English study from the first semester to the second semester of the university undergraduate course, helping students transition from high school English study to college English study, which is with a total of 6 credits. The two "1" in the mode refer to any English course, extended course or general English offered in the third to fourth semesters for students selection. There are four credits. Altogether, four courses are required to be finished in the former two college years. In the adjusted "2 + 2" mode, the first "2" remains unchanged, and the second "2" is changed to any two extended courses offered by the foreign studies school to students' selection in the third to fourth semester, and the credits remain unchanged. The English knowledge of college freshmen from second-tier local undergraduate university is relatively not so solid, whose understanding to the abstract text and the complexity of the syntax need to further enhance[11]. And general English courses to some extent greatly help to develop the ability of cross-cultural communication, to spread Chinese culture and to learn with Chinese vision and analyze the western civilization, which needed by international talents[12]. The specific practice on the construction of college English development courses of L College includes six dimensions.

3.1 Dimension of curriculum: diversified, modular, hierarchical and distinguished

According to the curriculum needs of students, different curriculum modules are added to meet the different needs of students, including language skills courses, cultural literacy courses, special purposes courses, etc. At the same time, more interesting and characteristic courses are available based on the uneven English level of students, such as film and television English audio-visual speaking, English films appreciation, English songs appreciation, etc. These courses aim at helping students improve their language skills as well as expanding their cultural knowledge. Students can select development courses according to their own interests and level, meeting their needs of daily life application and achieve personalized teaching. In the period of development of curriculum construction, especially for a new course, not so many students are interested at the very beginning. Teachers are encouraged to adopt more flexible way of teaching class groups, such as combination of teaching class group with development courses and general English courses. For example, a teacher is expected to teach five classes, teachers with new development course can adopt "2 + 3" mode (2 development classes + 3 general English classes) to ensure that new course in the development period will not "die", remain the stable and continuity development.

In addition, through the 1-2 rounds of general education course nurturing, students' personalized needs for the curriculum are further investigated. For those low demands courses will be suspended, summarize the key factors and make appropriate adjustment to meet the needs of students, while courses that needed prior professional knowledge will be gradually developed into special purposes English by team teaching. And those general courses that cannot fully meet the needs of students, the corresponding development courses with larger capacity of students should be added to meet the course learning needs of more students. At the same time, according to the graduation requirements of the talent fostering objectives of the secondary schools of L university, "major + foreign language" development courses will be customized according to the requirements of major development. For example, a series of general academic English + IELTS English courses are offered for Chinese-foreign cooperative cooking majors to meet the requirements of students to improve their professional language ability. General English course teaching is actively integrated into the course ideological and political teaching system, keeping up with implementing the fundamental task of cultivating moral education in institutions of higher education. By digging ideological and political elements and integrating them into teaching design, relevant teaching resources of courses are added and resource

database were built. Through discipline integration, a variety of course groups were to build to emphasize the gradual teaching and learning process of from basis to improvement to development. With the combination of English general education and professional knowledge, language education humanities is reflected on the basis of the language tool. Curriculum design should take the school requirements and professional requirements into consideration, also balance students' personal needs [8].

3.2 Dimension of teacher: optimize the class groups and team teaching

High-qualified teachers are a strong support for the construction of college English development courses. By giving full play to teachers' research expertise and research interests, teachers of L College are combined into different teaching teams, such as language and culture teaching team, academic English teaching team, literature teaching team, distinguished course teaching team, etc. And a cross-departmental interdisciplinary teaching team was to be formed by team teaching, that is the special purpose English teaching team. Composition of teaching teams have covered teachers with different age groups, such as the elder, middle-age and young teachers, complementary advantages. Through apprentice-system, the experienced teacher provides guidance to the young teachers, who gradually became the backbone members of the course by internship, trial lecture, and other ways. The teaching team integrate teaching resources, refine classroom effectiveness, and ensure the continuity of the course development. Teachers development of development curriculum is also promoted through school-enterprise cooperation or irregularly assigning teachers to other universities to have a refresher course study, online or offline. Some of the teachers go out for academic qualifications and degree for further study. These ways are useful for teachers to improve their education literacy, subject literacy, teaching literacy, scientific research literacy and information technology literacy, constantly promoting teachers' self-improvement and better teaching. In addition, appropriate incentive measures were taken to give certain material rewards to teachers who actively carry out high-quality development courses.

3.3 Dimension of teaching means: Integrate information technology into teaching

Modern educational technology and online teaching methods have broken through the limitations of traditional teaching methods, learning path and resource sharing. By making full use of online platform resources, teachers in L university carry out mixed online and offline intelligent teaching model, formative evaluation were conducted to pay more attention to students' learning process, which promoted students' active investment in English learning. Collect students' learning feedback and questions on learning by the use of intelligent platform to optimize classroom teaching design, on which in-depth explanation and analysis were conducted, achieving precise teaching and enhancing the effectiveness of teaching. Through the sharing resources on the smart platform, students can learn intelligently anytime and anywhere, activate students' subjective learning initiative and realize personal development. Through Group cooperative learning and classroom discussion promoted students' learning from passive to active, strengthen the learning outcomes, student-student communication as well as the quality of education.

3.4 Dimension of textbook: developing campus-based teaching materials and building campus database of teaching resources

In order to meet students' personal needs of text, teachers were encouraged to write textbooks in line with students' actual needs by combining with students' future professional qualities, with students' daily life and current topics. Or relying on the teaching team, integrate and supplement the relevant course teaching resources, a campus-based teaching resource database is building for students' better independent post-class learning and personalized learning. At the same time, teachers begin to build online courses relying on the intelligent teaching platform, aiming to develop school-level high-quality courses, and gradually come into the list of first-class courses.

In addition, reasonable course assessment model are conducting to promote the improvement of the development curriculum teaching quality. On teachers' teaching, reflection was done after peer evaluation, supervision evaluation and teachers' self-evaluation. And students' learning process and learning effect are assessed by comprehensive evaluation, including self-evaluation, peer evaluation and teacher evaluation. Final exam mainly assessed students' mastery of language skills and knowledge, the calculation of achievement of course objectives evaluated students' overall learning as well as teachers' classroom teaching. Teaching design is constantly adjusted based on the result of assessment

to improve the teaching efficiency. Another distinguished part is second classroom. Forms of group theme activities, campus culture festival (English song singing, short play performance, cosplay, customs exhibition), targeted course lectures and English morning reading activities motivated students' English learning and enjoy English practice. Relevant innovative courses are offered to promote learning, teaching and research by English subject competition activities.

Efforts of multiple dimensions of teaching team eventually formed the way of construction to development curriculum: (1) optimize curriculum system based on students' demand analysis; (2) active course teacher team based on research expertise and apprentice-system; (3) foster new development courses based on general courses teaching; (4) multiple-dimensional teaching forms based on information technology, multi-principal curriculum assessment and diversified curriculum resources. Constantly meet students' personalized needs, widen their horizon, increase the students' investment in individual learning, improve the ability of self-directed learning, finally meet the needs of social development. This practice arouses the enthusiasm of teachers, strengthens the communication and cooperation between teachers, gives full play to the strength of the team. So that teachers can transform themselves into curriculum researchers, developers, practitioners, partners and reflectors, optimize the teaching efficiency and improve the quality of teachers.

4. Conclusion

The quality of course construction directly determines the level of talent fostering. Under the background of new liberal arts and "double first-class", how to deepen teaching reform, improve teaching quality and develop interdisciplinary talents through curriculum construction is the problem that every university foreign language teacher should think about. The practice and innovation of college English development curriculum is a very important aspect of college English teaching reform. It has strong practical significance on both national higher education development strategy and students' personal growth needs and improvement. In the future, cross-colleges and universities English development curriculum alliance, such as online course alliance, can make cross-college selective courses come true. By mutual curriculum construction and development, more diversified and personalized needs will be met. Students' and teachers' self-improvement will be easier. Outstanding talents who meet the needs of the society will be rising.

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