

A Research on Curriculum Design of EFL Students: Perspectives from Needs Analysis and Liberal Education—A Case Study of School of Foreign Languages in Nan Fang College of Sun Yat-Sen University in China

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Abstract—With the widespread of globalization and the rapid development of economy, the education of English major talents in China confronts higher requirements and more challenges. The study aims to explore whether the curriculum of English Major in School of Foreign Languages, Nan Fang College of Sun Yat-Sen University meets the requirements of increasing talents cultivation needs, and how to improve the curriculum design, which satisfies the expectations of general education combined and professional education. Adopting both quantitative methods and qualitative methods, this study combines the relevant theories of liberal education, general education, curriculum development and needs analysis, designs the questionnaire and interview questions according to Hutchinson & Waters and Dudley & St John's Need Analysis Models. The research shows that the current curriculum development, consistent with liberal education concept, basically satisfies students' needs. However, there are unavoidably some problems, it makes an attempt to offer some suggestions on the course arrangement, teaching, materials, tests and evaluation in order to enhance the extant curriculum.

Index Terms—Liberal education, general education, curriculum design, need analysis.

I. INTRODUCTION

A. Research Background

English, as an international language, is not only a tool for communication but rather the purveyor of culture. With the economic reform, depth of open-up, and trends of globalization, English major students confronts with new challenges and requirements, as the social needs for English talents are changing greatly in light of quality and quantity in all walks of life in China in 21st century. According to an investigation, however, Mycos has conducted concerning the English graduates in China, it is responded that about a half of the employers' gave the feedbacks that English graduates were lack of requisite knowledge of humanities and Lili Zhu science. To take an illustration, the graduates were not capable of communicating smoothly and efficiently in English when it comes to the interdisciplinary topics.

Facing such requirements and challenges, the reform and innovation for English curriculum admits of no delay. Ding

maintains that such education dilemma is attributed to China's education system, which focuses merely on utility and materialism rather than education essence. For the sake of the spiritual crisis of the idea of university, he maintains promoting liberal education is exceedingly necessary [1]. Liberal education contains science and humanity, aiming at cultivating people's free will and rationality, whose education concept is to make students be aware of respecting inherent values in life, such as value of life, self-esteem, interpersonal relationship, love, knowledge, thought, creation [2]. Foreign language, as a discipline embodying humanity in a way, should put liberal education concept into practice, in particular.

In China, as early as in 1920s, Wu Mi has identified the aim of "Liberal Talents" in foreign language department in Tsinghua University. An increasing number of people began to attach more importance to general education reform since 1990s, to which, in the 21st century, many top universities in China have given due attention as well. For example, in Sun Yat-Sen University, many men of insights promote liberal education concept and open general courses covering various aspects. Liberal education is to combine general and professional. Rather than a concept, it is more of curriculum, textbook, pedagogy, practice and anti-examination oriented education. It is pointed out that liberal education is a kind of quality education, humanity education. Just as Wu Mi did in Tsing Hua Foreign Language Department, he stressed put equal emphasis on 'language' and 'humanity' and study what are both 'Chinese' and 'Foreign'." That is, the curriculum development should focus on "practicality" and "humanity". More of a concept, liberal education, more importantly, is closely related to curriculum development, textbook, pedagogy, practice and anti-exam education. However, how to develop an effective and suitable curriculum under the liberal education concept, that is, satisfying the need for knowledge as the end, remains a problem.

B. Research Significance

Curriculum design, or curriculum development, is a sophisticated process and system. The earliest definition of curriculum design was set forth by Tyler in 1949. He holds that curriculum development has three stages: syllabus design, methodology, and evaluation[3]. Brown demonstrates that "curriculum development is a series of activities which provide teachers a framework to accomplish whatever combine their teaching activities most suitable in

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their professional judgment for a given situation or provide students a framework to learn as effectively and efficiently as possible in the given situation” [4]. Hutchinson & Waters deem curriculum design as the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate goal is to lead the learners to a particular state of knowledge [5]. Richards expounds curriculum design as “principles and procedures for the planning, delivering, management, and evaluation of teaching and learning”, and language curriculum design includes the following procedures: needs analysis, setting goals, syllabus design, methodology, and testing and evaluation [6]. The past sixty years witnessed the growth of the curriculum design researches. A vast array of curriculum models have been put forward, among which Tyler’s Objective Model, Stenhouse’s Process Model, Skilbeck’s Situational Model and Brown’s Model are the typical ones.

In terms of the present study at home, researches on curriculum are not that rare. There are studies focusing on its theoretical aspects. Zhou & Zhan and other scholars (discussed primary definitions, theories, methods, processes, requirements and guidelines in regard to curriculum design for foreign language teaching in China [7], [8]. Shu, Cai, Chang illustrates the current conditions of foreign language education and put forward his suggestions on teaching reform [9]-[11]. Zhang & Dai analyzed the evolvement of the curriculum development for English major during the past sixty years and paid special attention to the changes [12]. Zhong & Jin pointed out the challenge and problems traditional curriculum confronts as it fails to satisfy today’s English talents’ needs, and put forward some solutions [13]. There are abundant of scholars applying need analysis in various contexts of curriculum development. For example, Zheng [14], Wang *et al* [15] and others maintained that need analysis were to be employed for ease of reforming curriculum, and constructing a feasible curriculum system for public English teaching. Scholars also revealed the significant role need analysis plays in Business Legal English, and other English for Specific Purpose teaching, suggesting some practices to counter the dilemma EFL students confronts [16]-[18].

Moreover, in China, the studies of liberal or general education associated with curriculum are often conducted at a macro level. Tian, Liu & Li, *Le et al* illustrated concepts and ideas of general education in different universities of different arenas like American, Asia, Japan, China, etc [19]-[21]. Moreover, domestically, the general education modes in different types of universities, Comprehensive, Normal, Law, Foreign Languages, Civil Aviation, have been analyzed and discussed by researchers [22]-[25]. General education has also been investigated under curriculum study. Correspondingly, Li & Huang employed it in postgraduate public English teaching [26]. Miao and Wang applied general education to the curriculum design of Medicine English [27]. Wang studied the general education for English major and enlightens on methods that could be adopted for English talents education [28].

Yet, how to put liberal or general education into the curriculum design studies for English as a Foreign Language learners, based on need analysis, are to some extent, still in

in its infancy. It is, hereby, worthwhile to study on how to balance the general education and traditional language education from the perspective of need analysis, and what curriculum development should be like in terms of language background. The School of Foreign Languages in Nan Fang College of Sun Yat-Sen University has spared no efforts advocating general education and cultivating well-ground foreign language talents in this respect, which serves as a good case for conducting the research.

To optimize the current curriculum, the research, on the basis of need analysis, offers relative advices in accordance with students’ needs. In line with liberal education concept on English language teaching, this research tries to make a novel contribution to adjusting the curriculum for English majors so as to meet the social and students’ needs in the new epoch.

II. RESEARCH METHODOLOGY

The methodology to be adopted in terms of participants, research questions, and procedures will be introduced.

A. Research Design

Under the situation of advocating general education, this research is to conduct an investigation on the existing curriculum for English majors in Nan Fang College, by means of investigating the students’ needs via questionnaires and figure out the underlying reasons for needs via interviewing students. The questionnaire is designed based on Hutchinson & Waters’ Needs Analysis Model, which consists of two aspects: Target Needs Analysis and Learning Needs Analysis [29], and Dudley & St John’s Needs Analysis Model [30]. The personal information of the participants is collected, namely, their grade, gender and college entrance examination scores. The goal of this research is to generally discover students’ current and underlying needs, and find out whether the curriculum meets students’ needs in teaching and learning activities taking liberal education into consideration.

B. Research Questions

The research questions in the needs analysis are:

- (a) What are the target and underlying needs of English majors?
- (b) To what degree the current curriculum is consistent with the expectations of students’ need?
- (c) What form should the liberal education core take, and how may it best pertain to English major in light of curriculum?
- (d) What suggestions could be made on enhancing the curriculum that satisfies the general education as well as professional education for English majors?

C. Participants

The major participants are undergraduates of English majors from Department of International Studies in Nan Fang College of Sun Yat-Sen University. The participants are the freshmen, sophomores, juniors, and seniors who undergo the curriculum with general education courses, core professional courses, professional selective courses, and practicums. The proportion between female and male is roughly about 7: 1. Their English language proficiency was

intermediate level when they are enrolled in the general courses as well as professional courses study the first year in the college.

D. Procedures

As the objectives of the need analysis is to investigate students learning needs and target needs for the purpose of examining the curriculum, the questionnaires will be distributed to the participants in person and then taken back. Around two hundred fifty questionnaires are collected, and the number of valid questionnaire is 255.

After the data are collected, all questionnaires will be reviewed and processed. As different questions are related to different needs, need analysis will be respectively carried out in terms of liberal education and curriculum elements, that is, "goals and objectives, teaching, materials, course arrangements, testing and evaluation". Thereafter, data collected are typed into computer and processed by SPSS. The calculated data will be distributed in diagram.

Subsequently, based on the questionnaire, some interview questions are designed. Interviews are divided to online interview and face-to-face interview, conducted at random with students via QQ, Wechat or face-to-face. The opinions are viewed and taken down as the qualitative supplementary materials.

The last step is to discuss the results and examine the current curriculum based on calculation and classification of the data. Some implications for future curriculum development will be drawn according to the research findings.

III. DISCUSSIONS AND FINDINGS

The goal of the curriculum for English majors in Nan Fang College is to equip students with solid language foundation, rich linguistics and literature knowledge, international views, analytical ability to solve problems, and profound literacy, who are adept at making full use of English for translating, teaching, administrating and researching in the fields of foreign affair, education, trade, culture and science and technology.

It is supposed to be an elaborate analysis of the collected data, combining the reviewed general education and the discussed students' needs into three integrated expectations, namely learning goals, course arrangements and teaching, and tests and evaluation.

A. Need Analysis of Learners

One important aspect of Need Analysis is the analysis of language learners' personal needs. In recent years more and more people acknowledge the significance of "student-centered" teaching concept, whose essence is to take the students' real needs into account so as to cultivate the students' self-regulated ability.

Combining the Hutchinson & Waters' Model and Dudley-Evans & St John's Model, the need analysis of English major students in School of Foreign Studies in Nan Fang College is to investigate the objective and subjective needs. The former includes the current English level, grades; learning background, etc. The latter deals with how familiar the liberal education seems, what kind of course length, varieties, and intensity would be like, what the learning objectives are, what teaching methods are favored and the like. The need analysis could be divided into subparts.

1) Needs on liberal and general education

Shown in Table I, Question 1 investigates the attitudes towards liberal education. It can be seen that the majority of students (74.9%) have heard about liberal education, but are not clear about what it means, while only 3.1% of students never heard about it. This indicates that most students stay at a rather vague state about liberal education concept.

Question 2 presents students' opinions of liberal education. It is set as a multiple choices. Thereby, we can see, from students' viewpoints, liberal education seems more like comprehensive and the cultivation of intellect, with percentage of 69.8% and 65.1% respectively, whereas the proportion of being regarded as genteel is 39.2% and liberating 45.1%. In addition, this question welcomes students' personal descriptions. Some students regard it as knowledgeable, open, learned, upright behavior, life elegance, tasteful and the cultivation of sense and sensibility. This shows that although students are not that familiar with liberal education, their unconscious understanding of liberal education is more or less close to the core of liberal education since it is generally acknowledged that in contemporary context, liberal education is the cultivation of intellect in order to achieve comparatively comprehensive development which evolves from Greek "free" and British "genteel". A conclusion may be drawn that the daily teaching or study may contribute to the comprehension of liberal education.

TABLE I: QUESTIONS CONCERNING LIBERAL & GENERAL EDUCATION

Questions	Choices	Percentage
1. How familiar are you with liberal education concept?	Quite familiar, know the connotation	22%
	Heard, don't know the connotation	74.9%
	Never heard	3.1%
3. What does liberal education refer to in your eyes?	Comprehensive	69.8%
	Genteel	39.2%
	Liberating	45.1%
	The cultivation of intellect	65.1%
3. Do you think should advocate liberal education concept	Strongly required	25.5%
	Necessary	73.7%
	Not necessary	0.8%
4. What do you think is the purpose of general education	Lay foundation for professional study	24.7%
	Train practical ability to solve problem	60%
	Facilitate cultivation of decent life value	63.1%
	Enlarge knowledge scope	62.4%

Question 3 is to figure out students' attitudes towards stressing liberal education concept. Almost all the students thought it necessary with only 0.8% of students oppose it.

Question 4 is designed to see what role general education plays in learning. As a multiple choice, over 60% of students hold that general education perform a function in not only enlarging the knowledge scope but also cultivating practical ability to solve problem and decent life value. As for the open answers, some consider general education facilitates comprehensive development. The knowledge it gives is believed to be far-reaching influential in life, which elevates the quality, offering common sense in addition to professional study. This shows most students hold positive attitudes toward general education.

It can be observed from the results that liberal and general education is believed to exert good influence on students' learning and realizing its significance. The majority of students are in favor of such educational form. However, students are still not completely clear about the connotation and evolvement of liberal education and general education, which will set the implementation of general education at a disadvantage.

2) Needs on learning motivation and objectives

Question 5 inspects the motivation of choosing English as the major. It shows that most (67.1%) students take it as major out of interest. About 20% of students choose it for the consideration of seeking jobs. Only 3.2% of them choose for the sake of pursuing further study abroad. The other reasons students give are mainly parents' suggestions and school distribution, accounting for 14.1%. Actually, most students choose English due to internal interests rather than pragmatic purposes.

Question 6 shows that foreign enterprises that are the first choice, while government, state-run institutions, and educational institutions ranked the second. The proportion of aspiring to be an interpreter or translator follows, and the least students would like to start a business. The outcomes give hints on the organizing of teaching activities and training of the language skills accordingly.

TABLE II: QUESTIONS CONCERNING MOTIVATIONS

Questions	Choices	Percentage
5. Why do you choose English major	Employment-oriented	20%
	Personal interest	67.1%
	Study-abroad	3.2%
	Others	14.1%
6. What is your expected profession that is to undertake in the future?	Foreign Enterprises Job	56.1%
	Government/ state-run institutions	24.3%
	Teachers	26.3%
	Translators/ Interpreters	18.8%
	Others	1.2%

As it shows in Table III, Question 10 is concerned with the most essential English language skill. Doubtlessly, speaking is deemed as the most important by 82.7% of students. Listening placed the second compared with reading, writing, and translating/interpreting, which take up 14.1%, 4.4%, 4.8%, 5.1% respectively. This proves speaking is of great significance in language learning as it is an effective way of instantly expressing and communicating, which is able to widely applied in various working environment, and listening is also important as it is the

prerequisite of speaking. In the interview, students deems that listening and speaking stands a key position in interacting with each other.

Question 7 is to examine the difficulty degree in terms of different language skills. Speaking ranked the first, followed by translating/interpreting and listening. Writing and reading seems to be more easily mastered in that only 8.6% and 3.9% learners deem it as most difficult, which, as a matter of fact, shows the learning needs is consistent with the learning difficulties.

TABLE III: QUESTIONS CONCERNING LEARNING DIFFICULTY AND OBJECTIVES

7. What is the most important language skill in your opinion?	Listening	14.1%
	Speaking	82.7%
	Reading	4.4%
	Writing	4.8%
	Translating/ Interpreting	5.1%
8. What is the most difficult language skill for you?	Listening	28.2%
	Speaking	32.5%
	Reading	3.9%
	Writing	8.6%
	Translating/ Interpreting	31.4%
12. What kind of English proficiency do you want to obtain most?	Professional knowledge	19.2%
	Knowledge across disciplines	14.1%
	Language application ability	50%
	Cross-culture communicative ability	32.5%

Question 8 indicates that half of respondents choose to foster their proficiency in English, that is, to use English skillfully in various circumstances. It is a kind of language awareness. Cross-cultural knowledge attracts the attention of 32.5% of students. They expect to attend courses involving cultures knowledge and hence communicate smoothly when encountering another culture. As for professional knowledge, 19.2% of students choose it as learning objectives, who are inclined to learn literature, linguistics, translation. Equally important, 14.1% of students wish to acquire knowledge across disciplines, such as knowledge with regard to tourism, economy, pedagogy and the like, which may facilitate to cultivate compound talents.

3) Needs on teaching

a. Needs on teaching method

In terms of the teaching method, it can be seen from the question 13 that most of students respond that teachers' instruction is the most frequently adopted method. The stressed task-based pedagogy accounts for 33.8%. Students' presentation and group discussion are less employed. Nonetheless, still, 17.7% of them think other task-based methods should be encouraged.

As for teaching methods are concerned, students (78.1%) take interaction as a model. Surprisingly, student-centered way is not that favored as expected.

TABLE IV: QUESTIONS CONCERNING TEACHING METHOD

Question	Choice	Percentage
13. What is the most frequently used teaching method adopted in class in the present?	Teachers' instruction	78.4%
	Students' presentation	5.5%
	Group discussion	10.6%
	Other Task-based teaching	17.7%
14. What is the teaching method you preferred?	Teacher-centered	22.2%
	Student-centered	11.4%
	Interactive model	78.1%
	Others	0.4%

b. Needs on teachers

From question 18 to 20, the needs for teachers can be obtained. Most (88.9%) of students are satisfied with their teachers, with 5.5% of them being quite satisfied in particular, while only 2.7% of students are not satisfied. For the open questions of the qualities contribute to an outstanding teacher, the majority favors decent teaching methodology. The extensive knowledge and active attitudes are given due attention respectively. Not that many students regard teachers as an influential role model, just taking up 14.1%. Other desired factors are a solid foundation of expertise, great passion as well as motivation-driven. These results reflect, in some degree, the importance and necessity of teachers in teaching and learning, playing a significant role in motivating and influencing students. Moreover, the pedagogy is attached increasing importance as the majority of students aspired to be instructed decently not only in terms of knowledge, but also the proper impetus teachers employed.

TABLE V: QUESTIONS CONCERNING TEACHERS

Question	Choice	Percentage
15. Are you satisfied with the current teachers' teaching?	Quite satisfied	5.5%
	Satisfied	83.4%
	Not satisfied	2.7%
	Never mind	0.4%
16. What makings of a good teacher should have?	Knowledgeable	28.6%
	Fine teaching methodology	63.5%
	Positive teaching attitudes	38.4%
	Good Role Model	14.1%
	Others	1.2%

4) Needs on materials

This section makes an attempt to ascertain the students' needs on the teaching materials, the "Liberal" series of textbooks in particular, as the textbook stressed the humanity in the compiling of the materials. In addition, it investigates the enjoyable and efficient ways of using such material.

Seen from Table VI, most students are satisfied with the "liberal" series textbooks as teaching materials, and still 38.4% of them are not satisfied. Besides, the percentage of people who are neutral towards the textbooks occupies 7.8%.

On the part of advantages of the "Liberal" textbooks, the varieties of material resources and its humanity embodied are acknowledged by most of students, occupying 60.8% and 54.5% respectively and around one fifth approves the novel and ability-oriented design. In this respect, most students think the materials are various and comprehensive. However, the up-to-date information and ability cultivation should be given more attention. Definitely, there are disadvantages. Interestingness, undoubtedly, wins the least satisfaction. Nearly one third consider them impractical, lacking interactivity between the materials and readers. 12.2% of students conceive it outdated. To elaborate, they point out other shortages. For instance, there exists certain degree of mistakes in the articles; the contents sometimes are too many and seemingly hard to locate the key points; they are not attractive due to lack of pictures at times; the typesetting

is not good enough that there is no enough place to take notes; no standard reference books are offered. A set of measures, thereafter, could be made to perfect the teaching materials, such as laying emphasis on material interestingness, varieties, practicalities, editing and refining the already published books to tackle the problems mentioned above. Moreover, it is high time that we start out to compiling reference books which are conducive to students' comprehension.

TABLE VI: QUESTIONS CONCERNING MATERIALS

Question	Choice	Percentage
17. Are you satisfied with the "Liberal" series of textbooks?	Quite satisfied	0.08%
	Satisfied	52.5%
	Not satisfied	38.4%
	Never mind	7.8%
18. What are the merits of the "Liberal" series of textbooks?	Various material resources	60.8%
	Ability-directed	22.7%
	Strong humanity	54.5%
	Novel contents	22.8%
	Others	1.2%
19. What are the deficiencies of the "Liberal" series of textbooks?	Lack of practicability	31%
	Lack of interests	80.4%
	Lack of interaction	25.9%
	Out of date	12.2%
	Others	4.7%

TABLE VII: QUESTIONS CONCERNING OVERALL COURSE ARRANGEMENTS

Question	Choice	Percentage
20. Do you think the distribution and intensity of professional compulsory, optional, general (public) and practical courses appropriate?	Quite appropriate	1.6%
	Appropriate	66.7%
	Not appropriate	28.2%
	Quite inappropriate	3.5%
21. How do you expect to arrange the course hours?	Add the general courses	7.8%
	Add the compulsory courses	37.3%
	Add the optional courses	26.3%
	Add the practical training courses	38.2%
22. How do you think make full use of optional courses?	Senior students' opinions	38%
	Teachers' suggestions	80%
	Upon the course objectives	62%
	Upon self- interest	30.6%

5) Needs on course arrangements

a. Needs on Overall Course Arrangements

Question 20-22 inquires students' attitudes, lacks and wants of the course arrangement in general. Nearly 70% of students feel content with the overall course variety; most of students deem the distribution and intensity of these courses appropriate; adding the social practical training courses is the most desirable, reaching to 38.2%. To add compulsory and optional courses takes up 37.3% and 26.3%. Fewest students want to add general courses. Most students (80%) think teachers' suggestions necessary, and a large number of students (62%) would like to select referring to the course objectives as well. Over one third of students like to study out of interests or senior students' opinions. This shows that the optional courses are exploited to attain certain objectives or knowledge rather than study blindly.

b. Needs on Compulsory Course Arrangements

From Table 8, it is shown that only 27.8% of students feel like the compulsory course arrangement appropriate and the

majority (68.3%) find it difficult. Over a half of students would like to add speaking course hour. Courses related to translation/interpretation rank the 2nd. Listening, writing and reading courses follow, 25.9% 14.6% and 10.6% respectively.

Via the interview, it is found that most students put emphasis on oral English and maintain that the more you speak, the smoother your oral English is. Meanwhile, they addressed the importance of listening on account of its close relationship with speaking. In addition, they pay attention to the fundamental language course English Intonation and English Grammar for they are indispensable like the formula in mathematics. They hope to lengthen the credit hours of the above corresponding courses. Moreover, on the training of translating and interpreting skills, they hold that it is no good to open up the courses earlier. In their viewpoints, to master English well is not to study it dogmatically, and the extensive reading is suggested to provide reading skills as well as various sources of reading materials rather than instruct in great detail as what is taught in Intensive Reading. Besides, they give due attention to newspaper reading since it contains latest information in all walks of life. After all, quality is more important than quantity.

TABLE VIII: QUESTIONS CONCERNING COMPULSORY COURSE ARRANGEMENTS

Question	Choice	Percentage
23. Do you think the variety of current compulsory courses appropriate?	Quite appropriate	3.1%
	Appropriate	24.7%
	Not appropriate	68.6%
	Quite inappropriate	3.5%
24. What courses do you expect to add the course hours?	English listening	25.9%
	English speaking	50.2%
	English writing	14.6%
	English translating/interpreting	40.1%
	English reading	10.6%
	Others	3.5%

c. Needs on Optional Course Arrangements

It can be seen that Table IX are designed to see the necessities, wants and lacks for optional courses. An overwhelming number of students find it satisfactory. More elective courses are expected to be given on British & American Literature, Linguistics, Pedagogy, Cross-culture Communication or employment-oriented like Business,

Tourism, Survival English.

TABLE IX: QUESTIONS CONCERNING OPTIONAL COURSE ARRANGEMENT

Question	Choice	Percentage
25. Do you think the variety of current optional courses appropriate?	Quite appropriate	2.4%
	Appropriate	70.6%
	Not appropriate	25.9%
	Quite inappropriate	1.2%
26. What courses do you expect to add the course hours?	No need	2.4%
	English related to pedagogy	25.9%
	English related to Business	54.1%
	Others	44.4%

d. Needs on Distinctive Foreign Academic Lectures

A series of lectures are given, on the culture, customs, life, educations, society of foreign countries like Russia, Japan, British, America, German, on the translation theory, on the linguistic discourse study. In Table X, we can see the majority of them stand that lectures designed for language learners are meaningful. The scholars and lecturers could set an academic atmosphere, that is, arousing the interests, and offer advice for academic issues. However, only 34.9% of them have attended such lectures no fewer than 3 times, and the number of more than 5 times simply occupies 6.3%. In fact, most students respond that they have taken part in such lectures once or twice, and even 9% of students had never attended these lectures. A small number of students complain the time conflicts sometimes. It can be inferred that though the lectures are particularly suitable for foreign language learners, the participation is not as active as expected, and consequently, the requirements for attendance or the propaganda could be enforced.

TABLE X: QUESTIONS CONCERNING ACADEMIC LECTURES

Question	Choice	Percentage
27. Have you ever attended "foreign language and culture" academic lecture?	More than 5 times	6.3%
	3-5 times	28.6%
	Once or twice	56.1%
	Never	9%
28. Do you think the public courses by form of academic lectures meaningful?	Very meaningful	9.4%
	Meaningful	68.2%
	Not meaningful	22.4%

e. Needs on General Course Arrangement

As is observed in Table XI, the percentage of students feeling content with current general course arrangements amounts to 70.2%. Courses concerning personal cultivation and aesthetic experience are the most favorite.

TABLE XI: QUESTIONS CONCERNING GENERAL COURSES

Question	Choice	Percentage
29. How do you think the current general courses (public selective course) curriculum appropriate?	Quite appropriate	3.5%
	Appropriate	66.7%
	Not appropriate	27.5%
	Quite inappropriate	2.4%
30. What types of general courses should be arranged?	Humanities	30.2%
	Social Science	28.6%
	Natural Science	17.3%
	Personal Cultivation and Aesthetic Experience	49.8%

The interview reveals that students feel content as the general courses assist in broadening their views and enlarging the knowledge scope. What's more, it is significantly meaningful in cultivating their disposition,

shaping the value and training problem-solving ability. To sum up, general courses are believed to liberate their minds.

f. Needs on Social Practical Training

Question 31 and 32 hopes to make clear the necessity of

social practical training. The necessity from students' perspective reaches to 96.9%, which is overwhelmingly accordant. In relation to time distributing, 69.8% deem it appropriate, whereas 30.2% disapproves it.

TABLE XII: QUESTIONS CONCERNING SOCIAL PRACTICAL TRAINING

Question	Choice	Percentage
31. Do you think social practical training that is required by department necessary?	Quite necessary	32.2%
	Necessary	64.7%
	Not necessary	2.7%
	Not at all	0.4%
32. Do you think the time for social practical training is reasonable?	Quite appropriate	3.1%
	Appropriate	66.7%
	Not appropriate	27.5%
	Quite inappropriate	2.4%

6) Needs on evaluation & test

Question 33 and question 34 are to collect the views on evaluation and tests. In respect of the assessment of need analysis, almost all students take it as an essential way to know their needs. 54.1% of students think it extremely necessary to examine their needs and 45.1% necessary. For the forms of tests, most students take achievement and proficiency tests like final exam, BEC, TEM4/8, IELTS, TOEFL rather than diagnostic tests and placement tests.

TABLE XII: QUESTIONS CONCERNING EVALUATION

Question	Choice	Percentage
33. Do you think teachers should learn about students' needs?	Quite necessary	54.1%
	Necessary	45.1%
	Not necessary	0.8%
34. What kind of tests do you often take?	achievement tests (final exams)	43.9%
	proficiency tests (BEC, TEM4/8, IELTS, TOEFL etc.)	36.5%
	diagnostic tests (questionnaires, quizzes)	19.6%
	placement tests (grades)	0%

B. Comparison Between Expectation and Curriculum

On the basis of elements in curriculum design, the need analysis for the sake of students can be generated as expectations, which could be compared as follows.

1) Consistency in learning goals and objectives

In Nan Fang College, the "goals" for English major are to learn the general and specific policy, guiding principles, laws and regulations in our country, to cultivate the practical English talents with solid language foundation and extensive scientific and cultural knowledge who will be competent to works in foreign affairs, economical trades, mass media, educational fields etc. Moreover, students are expected suitable to social life relying on what they have mastered during the four-year undergraduate study [31].

Given that English major students in NFC are instructed by the way of combination of general education and specialized education, students' needs are revealed from the following four parts: professional knowledge, professional skills, relevant employment-oriented knowledge, and mental cultivation.

In line with the learning goal in the curriculum, a series of courses are designed, as can be seen in the below

Table XIV,

Generally speaking, the expected knowledge all has found its place in the present curriculum. It is not abundantly offered since some students know little about linguistic knowledge and thesis writing. There is still desire for more courses in terms of different aspects of language.

TABLE XIV: EXPECTATIONS OF KNOWLEDGE AND CURRENT CURRICULUM

Expected Knowledge	Current Courses
Linguistics Knowledge	English Grammar; An Introduction to Linguistics; Comparative Studies of English and Chinese;
Literature Knowledge	An Introduction to British/American Literature; Prose Appreciation; American and British Poetry, Appreciation of English Novel;
Cross-cultural Knowledge (for language application)	Western Ideology; A Survey of English-Speaking Countries; general courses like Introduction to Mass Culture
Interdisciplinary Knowledge (for Employment orientation)	Business English; Pedagogy; Educational psychology; general courses as Brand Design; Advertising Creativity; Internet Marketing, Scientific English
Liberal Art Knowledge (for mental and intellectual cultivation)	General education courses, such as Natural Science; Social Science; Family Ethics; Lingnan Culture and Customs; Western Philosophy Trends in 21th century; etc.

We can see from Table XV, other than the traditional courses fostering the basic listening, speaking, reading, writing, translating and interpreting skills, the current curriculum offers some courses to develop the cross-cultural communicative and academic skills. Students' expectation for language proficiency and autonomous learning ability conforms to the objectives in curriculum.

TABLE XV: EXPECTATIONS OF SKILLS AND CURRENT CURRICULUM

Expected Skills	Current Courses
Proficient listening, speaking, reading, writing, translating and interpreting skills (from Chinese to English, or the other way round)	Comprehensive English; English Listening; Spoken English; English Extensive Reading; English Writing, Translation: Theory and Practices (from Chinese to English, or the other way round); Interpreting Skills
Cross-cultural communicative skill;	Verbal Communicative Arts
Scientific and academic research skill;	English Applied Writing; Thesis Writing; Journal English;
Logical-thinking and problem solving skill	English Public Speech, General education courses (Undergraduate Social Psychology, Appreciation and Analysis of Foreign Musical Drama)

Generally speaking, courses designed on the basis of the learning goals and objectives the current curriculum has identified actually accord with students' needs, knowledge and skills on the whole. Nevertheless, there is still a lack in course varieties concerning interdisciplinary employment-oriented knowledge as well as cross-cultural communicative knowledge and skills.

2) Consistency in course arrangements

Taking the students' needs on course arrangement into consideration, the current curriculum is acceptable and feasible for the majority. Admittedly, modest adaptations

could be made to better the curriculum. In general, students would like more major compulsory courses and practicum. They think the current compulsory courses are too difficult for most of them. To be specific, most students regard speaking as the most difficult and important skill in language learning, and more credit hours are expected to given oral English class. Listening is deemed not enough for practice as well. Translating and interpreting belong to the rank of the “wants”. For selective courses, the difficulty is deemed appropriate while some interdisciplinary courses, which could combine the advantages of English major, are required, such as Business, Pedagogy, and Translation Practice. General courses enjoy prevalence among students and believed to foster their values and opening their eyes. Need analysis shows that students are more interested in the course cluster regarding personal cultivation and aesthetic experience. Inviting experts and renowned scholars, the academic lectures on foreign language and culture, discourse studies, series of academic reports, academic festival are all particularly prepared for the purpose of supplementing extra-curricular knowledge, presenting vivid life experience, and suggesting learning strategies. It is a distinctive characteristic of School of Foreign Languages, adhering to liberal education concept thoroughly. Meaningful as the role of these lectures played in learning, quite a few students respond they seldom attended, not as much as we expected.

In a word, the current course arrangement is suitable, but improvements could be addressed on behalf of variety and difficulty of the major compulsory courses as well as the arrangements of practicum.

3) *Consistency in test*

By interview, it is found that test is deemed necessary to weigh students' competence and performance. However, students hope to have more diagnostic tests, by which the learning outcome could be assessed during the ongoing process, rather than just by the final exam mainly adopted in current curriculum. By observing the current curriculum and interviewing students, it is found that: (1) the proficiency tests like TEM 4, TEM8, CET4, CET6 are required to attend. BEC, TOEFL, IELTS are volunteered; (2) placement tests are not applied for English major; (3) Diagnostic tests are seldom conducted by teachers; (4) achievement tests are most frequently used. Hence, tests could be diversified to examine the levels and find out necessities, lacks and wants.

4) *Consistency in materials*

Textbook, according to Cunningsworth, is “a resource for presentation material (spoken and written); a source of activities for learner practice and communicative interaction; a reference for learners on grammar, vocabulary, pronunciation, etc; a syllabus (where they reflect learning objectives which have already been identified): a source of autonomous learning; a support for less experienced teacher who haven't gained enough confidence in teaching” [32]. The satisfaction analysis of “Liberal” series textbooks shows that students prefer the diversified material resources and the humanity spirit behind lines, while the novelty of materials and the arranged ability training in textbooks are far from satisfactory. The main inconsistency lies in interestingness. It seems the books are not as interesting as

expected. In other words, it could not arouse the motivation to learn let alone autonomous learning. It is hoped to be more close to learning, life or job-hunting. Materials, important as they are, should be placed more emphasis on.

5) *Consistency in teaching*

The most frequently used teaching method is teacher-instructed way or teacher-centered, despite the fact that the school stressed the task-based teaching in curriculum. It is the interactive type that enjoys the prevalence, as students believe that the traditional teaching is simply teachers' instructions and neglects the learners' needs. The group discussion, role-play, oral presentation, small seminar, stimulating games are much better choices. Ample methods could be used such as communicative, project-based, situational methods, or case study. Yet, the various methods concerning teaching in the curriculum does not represented explicitly and teachers are encouraged to implement teaching practices as interactive as possible.

As for the teachers themselves, students are content and show respects for their teachers. They think teachers take up an important position in influencing their learning attitudes. In addition to be knowledgeable, they expect the teachers to have adequate and suitable methodologies when conducting teaching activities. Teachers' attitudes work as a model and draw learners' interests.

6) *Consistency in evaluation*

All the students admit the necessity of undertaking needs analysis and ongoing evaluation process to adjust the curriculum. Nevertheless, the need analysis is not adopted as expected. Regardless of the static-characteristic approach to evaluate the extant school and major conditions, the goal-attainment and process-oriented methods of evaluation are reckoned more deeply. Though the summative evaluation can facilitate the decision-making for administrators, it is not comprehensive in that the formative evaluation is ignored most often than not.

IV. CONCLUSION

From the discussions, a conclusion can be safely drawn that the current curriculum is generally satisfactory. However, improvement could be made to perfect it. Thereafter, in terms of the curriculum development, some problems and implications have been figured out as follows.

- a) Liberal/General education haven't promoted thoroughly. Though the curriculum contained general courses and academic cultures imbuing with liberal education concept, it is found that the majority of students just heard about it and do not have a complete understanding of liberal education concept, which shows the discrepancy between curriculum goal and implementation achievement.
- b) Courses on professional skills are difficult. Students reflect the compulsory courses concerning speaking and listening are particularly difficult for them compared with other optional courses.
- c) Varieties of the courses are relatively not enough. More courses are expected to achieve the goal and objectives, such as courses concerning the cross-cultural knowledge and skills, the interdisciplinary subjects for

job hunting.

- d) Credit hours are allocated inappropriately. The current curriculum only has speaking, listening class once a week. Listening is also listed for the needs of training for it is closely related to speaking. Translating and interpreting are useful for the sake of employment, but relevant courses start to open merely from the third academic year on.
- e) Types of tests are not diversified. There are predominantly proficiency and achievement test and the placement tests and diagnostic tests are lacked. Students are inclined to be examination-oriented, and thus a lack of motivation in learning is resulted.
- f) Materials are not authentic, up-to-date and interesting enough. In spite of the merits of textbooks, there still exists the out-of-date information or materials lacking interestingness.
- g) Students rely heavily on the teachers' instruction. For most of the students, they lack the autonomous learning ability. Students are easily to follow the curriculum arrangements instead of intrinsically motivated.
- h) The classroom teaching lacks enough interaction. Students prefer the way of interactive teaching, but through interview, students respond that few chances or classroom activities are given for them to demonstrating themselves and interact with teachers and classmates.
- i) The essential formative evaluation is ignored. There are certain forms of evaluation, the summative and static-characteristic evaluation for example, but the need analysis to start the evaluation and on the other to round examine evaluation hasn't given due attention.

To solve the problems figured out in the current curriculum, some implications can be generated to perfect the curriculum, where the following parts will elucidate.

Firstly, general education should be stressed and advocated among students and teachers. More general courses, academic lectures or students' activities about personal cultivation and aesthetic experience should be encouraged.

Secondly, the course arrangements should be optimized. More courses, Business English Conversation, Cross-cultural Communication, could be accessible; proper credit hours should be allocated to the desirable courses like Speaking and Listening. Moreover, the translating and interpreting courses are suggested to open more and earlier. To add more, practical training courses or practicum could be lengthened or given all through the academic years, during the summer or winter vacations rather than in the senior year only.

Thirdly, interactive teaching is preferred and construction of teaching staff is needed. More interaction between the teachers and students should be laid emphasis and the group discussion, the seminar, role-play, debate *et al* should be employed as much as possible. Besides, teachers should pursue further study or training to improve their teaching proficiency as they play a leading role in both teaching and learning, and students bear more requirements for teachers, the pedagogy, attitudes, knowledge deposit, and moral guidance. Accordingly, teachers themselves can participate the scientific research project, attend relevant academic conferences or seminars, and exchange or communicate

with teachers from other universities.

Fourthly, more up-to-date authentic and interesting materials should be exposed to students. Though the current textbooks could satisfy most students' needs, they still hope it could be more diversified, updated, interesting and practical. For authenticity, Nunan points out that accessing to authentic materials can facilitate the transition to real communicative context [33].

Fifthly, the test could be taken in more forms. In fact, proficiency should not be the only criteria. The students' qualities are at different levels, the placement tests can be conducted so as to teach the students in different paces. Diagnostic tests can be implemented more, focusing on the ongoing problems during the teaching and learning;

Last, formative approach to evaluation could be given due attention. It is suggested to adopt the formative evaluation as it can be implemented continuously to evaluate the curriculum timely so that the improvement could be made efficiently and effectively.

Curriculum design should take various elements into consideration. Need analysis is the foremost important stage for curriculum development as it can obtain students' needs and social needs as well. It should be conducted dynamically, which means as an ongoing process, it is not done for one time, but can be employed before, during or after the curriculum development.

For further research, more aspects could be investigated and more comprehensive analysis is desired. The participants involved can cover more students, such as graduated students or social institutions; the sample size can be enlarged to reveal the objectivity. Moreover, further research may focus on more parts of elements in curriculum development beyond one university department, demonstrating the applicability.

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