



Developing A Market-Aligned Business Chinese Curriculum Through Comprehensive Needs Analysis

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Abstract

Business Chinese courses were first introduced in the 1980s at Beijing Language and Culture University, marking the beginning of a popular Chinese for Special Purposes curriculum. Since then, leading Chinese universities have developed Business Chinese modules, programs, and majors, spurred by China's economic growth and initiatives like the Belt and Road Initiative. Despite increasing demand, students often face challenges in effectively applying Business Chinese in professional contexts. This research aims to analyse the learning needs of students majoring in International Business with a Language (IBL) at XJTLU to develop a curriculum that aligns with their needs and career prospects. Needs analysis is a critical precursor to course design. It involves specifying course parameters, including learner grouping criteria, content selection, and instructional methodologies. Our study employs both Target Situation Analysis and Present Situation Analysis to assess language proficiency and identify strengths and weaknesses. This research employs a mixed-methods approach, integrating both qualitative and quantitative data to comprehensively assess learning needs. The essay will detail the model utilized for data collection, including the design of questionnaires and structured interviews, as well as the data analysis process. By examining perspectives from students, teachers, and prospective employers, the study identifies key language skills and cultural competencies necessary for bridging theoretical knowledge with practical application. This initiative seeks to align educational outcomes with market demands, ensuring that IBL students are well-equipped for professional use of Business Chinese.

Keywords: Needs Analysis; Curriculum Development; Market Demands; Business Chinese; University-Industry Collaboration

1. Introduction

In 2023, China ranked as the world's second-largest economy by GDP, leading in total exports and holding the second position in total imports, according to the Economic Complexity Index (ECI) from The Observatory of Economic Complexity (OEC). The Belt and

Road Initiative (BRI), launched by the Chinese government in 2013, is a global infrastructure development strategy aimed at investing in over 150 countries and international organizations. Numerous studies by the World Bank estimate that the BRI could boost trade flows in 155 participating countries by 4.1% (World Bank Group, 2018). Additionally, a report from the Centre for Economics and Business Research (2019) predicts that the BRI may increase global GDP by \$7.1 trillion annually by 2040, with widespread benefits as improved infrastructure reduces barriers to international trade. As the BRI gains momentum, it is expected to attract even more countries to participate in this global initiative.

With the rapid development of China's economy and the increasing depth of business activities both within China and globally, proficiency in Business Chinese has become an essential skill. The growth of business has significantly driven the demand for Business Chinese education. The discipline originated in 1996 at Beijing Language and Culture University, which introduced a Chinese language program focused on economics and trade. Business Chinese courses were first offered in the 1980s, marking the beginning of a specialized curriculum for Chinese for Specific Purposes. Since then, leading Chinese universities have developed various Business Chinese modules, programs, and majors, propelled by China's economic expansion and initiatives like the BRI. The Business Chinese Test (BCT), an internationally standardized assessment for Chinese language proficiency in business contexts, was launched in October 2006 to evaluate the ability to use Chinese as a second language in professional environments.

Despite the growing interest in Business Chinese, pedagogical practices and research have often been limited to a skills-drill approach that overlooks the social needs and personal interests of learners. This has resulted in low motivation among students and inadequate application of Business Chinese in professional settings. This research aims to conduct a comprehensive needs analysis of students majoring in International Business with a Language (IBL) at Xi'an Jiaotong Liverpool University (XJTLU) to develop a curriculum that aligns with their specific needs and career aspirations.

2. Background

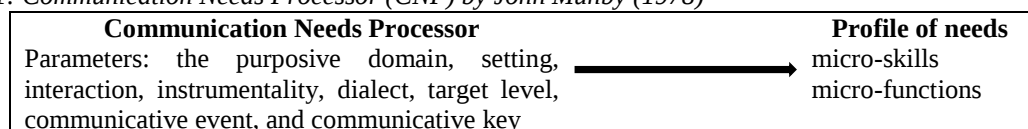
Since the establishment of the Chinese division at XJTLU in 2010, the university has offered Chinese language classes at various levels. Although a Business Chinese class was introduced in the academic year 2012-2013, it initially attracted limited interest. However, with the launch of the International Business Chinese with a Language (IBL) pathway, students in this major have shown an increasing interest in learning Business Chinese. Prior to the academic year 2023-2024, IBL students were required to take comprehensive Chinese courses throughout their four years of study, as no Business Chinese courses were available to them.

Students expressed a strong desire to equip themselves for workplace settings and enhance their employability in the market. XJTLU has approximately 24,000 registered students, including over 1,000 international students from 90 countries. Many international students share common characteristics in their backgrounds, particularly those majoring in IBL. A preliminary survey conducted in Semester 1 of 2021 revealed that 73.85% of participants expressed a strong desire to learn Business Chinese, citing its value for their future careers. They emphasized the importance of acquiring practical skills for real-world situations rather than solely relying on textbook knowledge. In response to this demand, we decided to introduce Business Chinese courses and, to build a curriculum that meets their learning needs and enhances their employability, we conducted this research from 2022 to 2024.

3. Literature Review

Research on needs analysis has produced various definitions from different scholars (Johns, 1991; Nunan, 1994, p. 54; Graves, 1996; Dudley-Evans and St John, 1998, p. 125; Brown, 2001). Despite the diversity of these definitions, there is a consensus that needs analysis is a crucial prerequisite for effective course design (Richterich and Chancerel, 1980). Several models have been developed for conducting needs analysis, with Target Situation Analysis (TSA) and Present Situation Analysis (PSA) being among the most recognized. Each model provides a distinct perspective on identifying language needs. The target situation refers to the context in which learners will apply the language they are studying (Hutchinson & Waters, 1987). Robinson (1991) characterizes TSA as a type of needs analysis that focuses on the requirements students must meet upon completing a language course. Munby (1978) introduced the influential "Communication Needs Processor (CNP)," which consists of a series of questions addressing key communication variables such as topics, participants, and mediums. His needs analysis model comprises two stages: the Communication Needs Processor (CNP) and the resulting needs profile, which emphasizes micro-skills and micro-functions.

Table 1: *Communication Needs Processor (CNP) by John Munby (1978)*



While Target Situation Analysis (TSA) emphasizes understanding the goals of learners, Present Situation Analysis (PSA) focuses on evaluating learners' current circumstances and identifying the gap between their existing abilities and their desired outcomes. Richterich and Chancerel (1980) identified three key sources of information for conducting this analysis: the characteristics of the students, the language-teaching organizations, and the user institutions. This perspective aligns with Jordan's (1997) assertion that the sources of information for needs analysis encompass the students, the academic institution, and potential employers.

Table 2: *Jordan's view on the sources of information for needs analysis (1997)*

Basic Sources of Need Analysis Information		
Students	the academic institution	potential employers

In addition to these approaches, various models have been developed to assess students' learning needs. Bloor (1984) categorized needs analysis into two types: "target-centered" and "learner-centered", which correspond to Target Situation Analysis (TSA) and Present Situation Analysis (PSA), respectively. Hutchinson and Waters (1987) proposed a learning-centered approach to needs analysis, distinguishing between target situation needs and learning needs. Dudley-Evans and St John (1998), along with Dudley-Evans (1998), developed a model for Business English courses that encompasses seven components: personal information about learners, language requirements for the target situation, learners' deficiencies, course-related needs, language learning needs, communication strategies for the target situation, and professional information about learners.

Since its introduction in the 1970s, needs analyses have been extensively conducted in the context of English for business and workplace communication. Recently, the focus has broadened to encompass general language learning (West, 1994). There have also been studies examining the needs of other languages used in business contexts, such as German, Japanese, and Spanish (Wang, 2011). However, research on the use of Chinese in business and workplace settings remains limited.

Creating a Business Chinese curriculum that aligns with market demands requires a thorough needs assessment that considers industry requirements, educational standards, and students' readiness for the changing job landscape. Numerous studies emphasize the significance of systematically aligning educational programs with market needs. Lee et. Al (2005) builds a curriculum based on an analysis of the current curriculum with the survey results of industry demands for the engineering graduates, LGE's business direction and comprehensive on-site feedback. Wang and Song (2011) conduct a comprehensive review to gain a thorough understanding of business marketing issues in China and to address the following questions: the extent of progress made in understanding these issues and the advancements achieved in theory development within this domain. Myllärniemi et.al (2017) explored the business intelligence approach and proposes that BI process model can help to identify the key stakeholders and data sources necessary for holistic competence based curriculum development. Teng et.al (2019) indicated that the university curriculum develops student soft skills, particularly in the Malaysian university and supports the relationship between soft skill and student preparedness for employment. Khan (2023) explored the presence of a mismatch between the curriculum and job market requirements in Bangladesh.

In the field of language education, Jiang et al. (2019) examine the research plan for business English curriculum design at Talent International College Guangxi, focusing on market demand analysis in the context of college transformation. They propose a preliminary research scheme based on their findings. Guo (2024) emphasizes that the curriculum not only imparts essential business and language skills but also cultivates critical thinking, innovation, and cross-cultural competencies necessary for success in the global business environment. While most of these studies are concentrated in the realm of business English, there is a notable lack of research in business Chinese education. This study aims to address that gap.

4. Methodology

To address the identified gap in research and the need for comprehensive program development, we initiated a project from 2022 to 2024 focused on exploring students' learning needs. This project aims to develop a unique multidimensional needs analysis model that builds upon existing frameworks while offering innovative contributions tailored to our context. This model will serve as a foundational tool for assessing students' learning needs in a more nuanced manner. By integrating the perspectives of teachers and employers, we enhance the validity and relevance of the resulting curriculum design. The project specifically examines the discrepancies between the needs of students, teachers, and employers, with the goal of bridging these gaps to create a successful curriculum that not only addresses students' learning needs but also incorporates teachers' insights and aligns with market demands.

The key research questions guiding this study are: 1) How can we develop a needs analysis model that is suitable for the language teaching context at Xi'an Jiaotong Liverpool University (XJTLU)? 2) What are the specific learning needs of International Business with a Language (IBL) students in Business Chinese courses? To answer these questions, we employ a mixed-methods approach, utilizing both quantitative and qualitative methodologies to identify the parameters of a Business Chinese curriculum. Data collection methods include questionnaires distributed to students and teachers, as well as semi-structured interviews with students, instructors, and employers. Specifically, we administered two questionnaires to gather primary data from IBL students and instructors, and conducted group interviews to gain deeper insights into the perspectives of these stakeholders and potential employers. For the employer interviews, we adopted a respectful approach by engaging with human resources representatives from local companies. In total, we collected feedback from 61 IBL students and

8 Chinese language instructors through the questionnaires, and conducted interviews with 28 IBL students, 16 instructors, and 6 HR representatives from local companies.

The framework developed in this research is outlined below, showcasing its unique contributions to the field.

Table 3. Need analysis framework to explore students' learning needs

Group	Aspects	Sub-aspects	Examples
Students	Personal Information	Natural features	Age/ Gender/ Cultural Background (Heritage)
		Social Identity	Nationality/ Native Language/ Future Job, etc.
		Attitude	Learning motivation; Recognition of the importance of Chinese language; Attitude towards Chinese language and Chinese culture.
	Subjective Needs	Purpose	Learning objectives, skills and functions
		Method	Expectations on learning materials, teacher, teaching activities or tasks, etc.
		Process	Expectations on difficulties, assessment, etc.
Teacher	Language ability	Present language level	Learning Experience/ Assessment result/ certificates/ study time/ learning materials/
		Learners' Lacks	The gap between students' current language proficiency and their target.
	Objective Needs	Resources and environment	Equipment/online recourses, module pattern, teachers' qualification, learning materials, etc.
		Method	The way students prefer to learn
Employer	Necessities	Language	How important is the target language? Is it necessary
		Culture	How important is cultural knowledge? Can you provide examples of cultural misunderstandings
	Skills/Functions	Micro-skills	Communication Skills; Interpersonal Skills; Problem-solving Skills Time management; Technical Skills;
		Micro-functions	Role-specific functions; Adaptability; Team Collaboration

We believe that the parameters illustrated in the figure will provide a robust foundation for curriculum design, ensuring the development of a module that effectively addresses the needs of diverse educational stakeholders.

5. Results and Discussion

5.1 Students

5.1.1 Personal Information

The demographic analysis reveals that 96.7% of the students are aged between 21 and 25 years. Among the participants, 78.7% are male, and 11.5% come from families of Chinese heritage. A significant majority, 73.8%, hail from Indonesia, where Indonesian is their native language, while only 3.2% of the students consider Chinese as their native language. Notably, 100% of the participants are proficient in English, and 83.6% anticipate pursuing business-related careers in the future.

The data regarding students' attitudes can be found in the figure below.

Table 4. *Students' Attitude towards learning Business Chinese*

Students		N=61	
Personal Information: Attitude		M	SD
PA1	I am interested in learning Business Chinese.	4.52	.673
PA2	I can have more job opportunities if I learn Business Chinese.	4.61	.613
PA3	Business Chinese is essential for me to get a better job.	4.28	.951
PA4	Business Chinese can help me handle international business transactions in my future job.	4.59	.588
PA5	Having proficiency in business Chinese can expand my business network.	4.61	.665
PA6	Business Chinese is useful.	4.75	.505

Table 4 above reflects a strong positive attitude among students toward learning Business Chinese, based on a sample of 61 respondents. To be considered as having a positive attitude, a student must achieve a mean score above 3.0, which is the midpoint of the 1-5 scale. As shown in Table 5, the scores range from 4.28 to 4.75, all of which are above 3.0. This indicates that, overall, students possess very positive attitudes towards the Business Chinese classes. The mean scores reveal that students are particularly interested in the language (4.52) and believe it will enhance their job opportunities (4.61) and help them secure better employment (4.28). They also recognize its value in managing international business transactions (4.59) and expanding their professional networks (4.61). Notably, the highest mean score of 4.75 underscores the widespread belief in the usefulness of Business Chinese. To further foster these positive attitudes, collaborating with local businesses or multinational corporations to establish internships or co-op programs can offer students valuable real-world experiences that underscore the relevance of their language studies.

5.1.2 Subjective Needs

The table below reveals that students prioritize various communication skills essential for Business Chinese. The highest demand is for skills related to meetings and discussions (93.44%), indicating a strong need for effective participation in formal business settings. Negotiation skills also rank highly (80.33%), highlighting the importance of persuasive communication and cultural understanding. Socializing (59.02%) and presentation skills (57.38%) are considered important for relationship-building and public speaking, respectively. Additionally, proficiency in phone calls (55.74%) and report writing (47.54%) is recognized as vital for verbal and written communication. Email communication skills (42.62%) are also significant, reflecting the necessity of clear written correspondence. A small percentage (3.28%) indicated interest in other areas, suggesting niche needs that could be explored further. The data underscores students' awareness of the practical communication skills required for success in a business environment. To address these priorities, curriculum developers could incorporate targeted workshops on effective meeting participation and negotiation techniques, ensuring students gain hands-on experience. Integrating role-playing activities for socializing and presentation skills can enhance students' confidence in real-world scenarios.

Table 5. *Subjective Needs: Purpose*

No.	Items	Percentage
1	Meetings and discussions	93.44%
2	Negotiations	80.33%
3	Socializing	59.02%
4	Presentations	57.38%
5	Phone calls	55.74%
6	Report writing	47.54%
7	Email	42.62%
8	Other	3.28%

The data presented in Table 6 reveals several insights into their preferred methods of instruction. The highest mean score of 4.54 indicates a strong desire to learn business-related vocabulary and expressions. Additionally, the preference for field trips to companies (4.52) ranks highly, suggesting that students value real-world exposure to business environments. Students also favor simulation activities (4.23) and the use of authentic materials, such as recordings of real business settings (4.30), indicating a preference for practical, hands-on learning experiences. Furthermore, there is a strong interest in incorporating Chinese business culture into their studies (4.41). Other notable preferences include student-centered interactive classes (4.07) and the analysis of business cases (4.13), reflecting a desire for engagement and critical thinking in the learning process. While students show some preference for pair work (3.72) and group discussions (3.82), these scores are lower compared to their enthusiasm for more experiential learning methods. The data suggests that students are inclined towards active, practical, and culturally relevant learning experiences that enhance their understanding of Business Chinese in real-world contexts.

To align with these preferences, educators could focus on integrating business vocabulary lessons with real-life case studies and simulations that mimic actual business scenarios. Organizing regular field trips to local companies can provide students with first-hand insights into business operations and practices. Incorporating interactive elements that reflect Chinese business culture can further engage students and deepen their understanding of the language in practical contexts.

Table 6. Students' Subjective Needs towards learning business Chinese

Students		N=61	
Subjective Needs: Method		M	SD
SM1	I prefer pair work.	3.72	1.082
SM2	I prefer more group discussion/ group work during class.	3.82	1.118
SM3	I prefer teacher-centered lecture.	3.70	1.038
SM4	I prefer student-centered interactive classes in which students are able to participate.	4.07	.929
SM5	I prefer simulation activities that involve creating a model or imitation of a real-life situation or process.	4.23	.864
SM6	I like field trip to companies.	4.52	.766
SM7	I prefer structural exercises (fill in the blanks, find the verbs, etc.).	3.92	.971
SM8	I prefer tasks or activities rather than excises.	3.82	.992
SM9	I prefer authentic materials, such as recordings of real business settings, contracts, etc.	4.30	.803
SM10	I prefer analysis of business cases/ case studies.	4.13	1.008
SM11	It is crucial to include Chinese business culture in the study.	4.41	.783
SM12	I want to learn business-related vocabulary or expressions.	4.54	.673
SM13	Daily conversation or working routine is more important than specific business knowledge.	4.13	.991
SM14	I would like to have more online resources on LMO.	4.13	.885

Table 7 illustrates students' preferences regarding their teachers. The data indicates that students favor a Chinese teacher who understands business contexts over a business teacher who is capable of teaching Chinese. This preference highlights the importance students place on having an instructor who not only possesses language skills but also has a deep understanding of the business environment and cultural nuances relevant to their learning. Such an instructor can provide more contextually rich and applicable lessons, enhancing the overall learning experience in Business Chinese.

Institutions could prioritize hiring instructors with both language proficiency and practical business experience, ensuring they can bridge the gap between language and real-world application. Offering professional development opportunities for teachers to deepen their

understanding of business practices and cultural contexts could further enhance the quality of instruction. Incorporating guest lectures from industry professionals can also provide students with diverse perspectives and insights, enriching their learning experience.

Table 7. *Subjective Needs: Teacher*

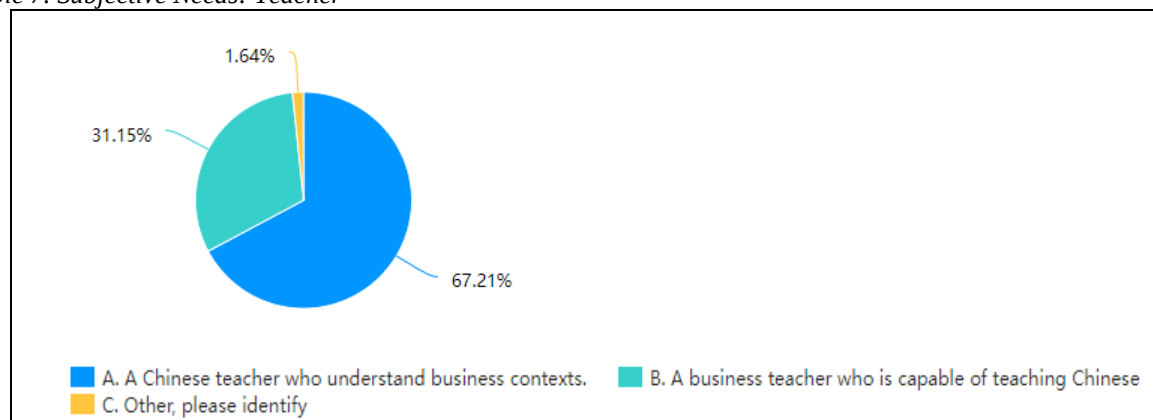


Table 8 on students' difficulties and challenges in learning Business Chinese highlights several key areas of concern. The most significant challenge is communication, particularly in conversation, with 70.49% of students identifying it as a difficulty. This suggests that students may struggle with engaging in spoken interactions, which is crucial for effective communication in a business context. Additionally, 59.02% of students expressed a lack of confidence in speaking, indicating that self-assurance plays a significant role in their ability to communicate effectively. Listening comprehension, especially regarding different accents, poses a challenge for 50.82% of respondents, reflecting the complexities of understanding spoken language in diverse contexts. Writing is identified as a difficulty by 40.98% of students, while presentations and pronunciation are challenging for 37.7%. Reading difficulties are less pronounced, with 29.51% of students reporting challenges in this area. Lastly, a small percentage (4.92%) mentioned other specific difficulties, such as understanding tones, business terminology, and less commonly used words in daily conversation. The data indicates that students face considerable challenges in verbal communication and confidence, which are critical for their success in learning Business Chinese and navigating real-world business interactions. Educators could implement conversation practice sessions that focus on real-life business scenarios, helping students build confidence in spoken interactions. Incorporating listening exercises that expose students to various accents and speaking styles can enhance their comprehension skills.

Table 8. *Subjective Needs: Process (Difficulties/Challenges)*

No.	Items	Percentage
1	Communication (conversation)	70.49%
2	To feel confident to speak	59.02%
3	Listening (comprehension of different accents)	50.82%
4	Writing	40.98%
5	Presentations/ Pronunciation	37.7%
6	Reading	29.51%
7	Others (Tones/Understanding Business terminology/the words are not commonly used in daily life)	4.92%

Table 9 on students' subjective needs regarding assessment methods in learning Business Chinese reveals their preferences for various evaluation processes. The most favored method is in-class participation and attendance, with 54.1% of students identifying it as important, indicating a strong emphasis on active engagement in the classroom. Following this, 47.54% of students prefer assessments that involve group discussions and presentations, highlighting

the value they place on collaborative speaking activities. Task or project-based assessments are favored by 42.62% of respondents, suggesting that students appreciate practical applications of their learning. In-semester quizzes or exams are preferred by 40.98%, reflecting a desire for regular evaluations to gauge their understanding. Q&A sessions between teachers and students, which encourage interactive speaking, are important for 36.07% of students. Collaborative work is valued by 27.87%, while pair work is less preferred at 21.31%. The final exam is seen as a less favorable assessment method by 18.03% of students, and essay writing is the least preferred, with only 13.11% indicating it as important. The data suggests that students favor interactive and participatory assessment methods that enhance their speaking skills and practical application of knowledge, rather than traditional, individual assessments. Educators could emphasize participatory activities such as group discussions and presentations in their evaluation criteria. Implementing more project-based assessments can help students apply their learning in real-world contexts, fostering deeper understanding.

Table 9. Subjective Needs: Process (Assessment)

No.	Items	Percentage
1	In-class participation and attendance	54.1%
2	Group discussion (speaking)/ Presentations (speaking)/ Work individually	47.54%
3	Task/project	42.62%
4	In-semester quiz or exam	40.98%
5	Q&A between teacher and student (speaking)	36.07%
6	Collaborate work (team work)	27.87%
7	Pair work	21.31%
8	Final Exam	18.03%
9	Essay-writing	13.11%

5.2 Teachers

5.2.1 Language Ability

The teacher's comments highlight several key challenges within the classroom related to language proficiency and student engagement in learning Business Chinese. There is a notable disparity in language proficiency among students, which affects the overall learning environment. While some students demonstrate the necessary learning abilities, they lack motivation and consistent study habits, which hampers their progress. The teacher notes that certain students have not completed the recommended self-study hours outlined in the module, as evidenced by low homework submission rates. Additionally, some students have ceased attending classes due to the advanced language level, which exceeds their current proficiency, leading to feelings of frustration and an inability to keep up with the coursework. Furthermore, a few students exhibit a lack of interest in fundamental aspects of the language, such as grammar, sentence structure, and characters. Overall, these comments suggest a need for tailored support and strategies to address the diverse proficiency levels and motivational challenges within the classroom, ensuring that all students can engage meaningfully with the material and improve their language skills.

The teacher's comments on learners' lacks in the Business Chinese program identify several critical areas for improvement. Firstly, students demonstrate a lack of clarity regarding the language progression pathway within the International Business Language (IBL) major, which may hinder their ability to plan their studies effectively. Additionally, many learners struggle to establish a consistent and effective study regimen, impacting their overall language acquisition and retention. Moreover, there is a notable deficiency in practical language skills and functions that are essential for business contexts and their future careers. This gap suggests that students may not be adequately prepared to apply their language skills in professional settings. Furthermore, the teacher highlights a lack of hands-on experience in utilizing Chinese

language skills in real-world scenarios, which is crucial for developing fluency and confidence in communication. Overall, these comments emphasize the need for clearer guidance on language progression, enhanced study strategies, and more opportunities for practical application of language skills to better prepare students for their careers in the business world.

To address these challenges, educators could implement structured pathways that clearly outline the progression of language skills within the IBL major, helping students understand their learning journey. Offering workshops on effective study techniques and time management can assist students in developing consistent study habits. Additionally, incorporating more practical exercises, such as role-playing and simulations that mimic real-world business scenarios, can enhance students' confidence and fluency in using Chinese in professional contexts. Providing opportunities for peer collaboration and mentorship can also foster a supportive learning environment that encourages engagement and motivation among students.

5.2.2 Objective Needs

The comments regarding resources and the learning environment highlight several important factors that impact students' experiences in the Business Chinese program. Firstly, the presence of an educator who understands students' needs and learning styles is crucial for motivation and the establishment of effective study habits. Such support can significantly enhance students' engagement and learning outcomes. The current textbooks are noted as being outdated and insufficiently focused on business contexts, which may contribute to students' lack of motivation. This indicates a need for updated, relevant materials that align with the students' career aspirations and interests in the business field. Additionally, some learners have expressed that the course intensity is quite high, which can lead to feelings of being overwhelmed. This suggests that the curriculum may need to be adjusted to better balance rigor with manageability, ensuring that students can cope with the demands of their studies. The lack of immersive language environments is another concern, as such environments are essential for effective language acquisition and fluency. Opportunities for real-world practice and interaction in Chinese-speaking contexts could greatly enhance students' learning experiences. Lastly, the rigorous four-year commitment required to learn Chinese is acknowledged as exhausting and demanding steadfast dedication. It is vital for learners to have a clear understanding of the effort and perseverance needed in this journey, which can help them stay motivated and focused on their long-term goals. Overall, these comments suggest a need for improved resources, a supportive learning environment, and a curriculum that considers students' workload and motivation levels.

The comments from the IBL teachers regarding methods for teaching Business Chinese highlight several effective strategies aimed at enhancing student engagement and practical language application. (1) **Practical Activities:** The emphasis on practical tasks such as job interviews, resume writing, field trips, internship applications, experience sharing sessions, and business etiquette lessons underscores the importance of equipping students with skills that are directly applicable to their future careers. These activities not only facilitate language learning but also prepare students for real-world business scenarios, making the learning experience more relevant and impactful. (2) **Interactive Activities:** The suggestion to incorporate interactive methods like games, role-playing, discussions, and relationship-building with Chinese peers is crucial for creating an engaging learning environment. These activities encourage active participation and collaboration among students, fostering a sense of community and enhancing language practice. Additionally, relating these activities to students' personal experiences and incorporating humor can help maintain interest and motivation throughout the learning process. (3) **Assessment-Related Activities:** The inclusion of assessment-related activities is vital for providing students with feedback on their progress.

These activities can help students identify their strengths and areas for improvement, promoting a reflective approach to their learning. Regular assessments can also motivate students to stay engaged and focused on their goals. These comments reflect a comprehensive approach to teaching that prioritizes practical application, interaction, and continuous assessment. By implementing these methods, educators can create a supportive and dynamic learning environment that fosters both language proficiency and essential business skills.

5.3 Employer

5.3.1 Necessities

The employer's comments regarding the necessities of proficiency in Chinese and the importance of understanding business culture provide valuable insights for students in the Business Chinese program.

(1) **Asset of Proficiency:** The employer reiterates that proficiency in Chinese can be a significant asset for international employees. In a globalized work environment, the ability to communicate in Chinese can facilitate better relationships, enhance collaboration, and provide a competitive advantage in markets where Chinese is prevalent. This highlights the value of language skills in fostering effective communication and understanding within diverse business contexts.

(2) **Non-Essential Requirement:** Importantly, the employer emphasizes that proficiency in Chinese is not an essential requirement for success in international roles. This perspective encourages students to recognize that while language skills can enhance their employability, they are not the only factor contributing to success in the global marketplace.

(3) **Focus on Business Culture:** The comment that learning business culture is more necessary than language underscores the significance of cultural competence in international business. Understanding the nuances of business practices, etiquette, and cultural norms is crucial for effective communication and relationship-building in a global context. This suggests that students should prioritize learning about business culture, values, and practices in addition to language skills.

These comments encourage students to adopt a holistic approach to their education, balancing language acquisition with a deep understanding of business culture. This combination will better prepare them for successful careers in international business, where both language proficiency and cultural awareness are essential for navigating diverse environments.

5.3.2 Skills/Functions

Table 10. Skills/functions from the enterprise's perspective

No.	Items	Percentage
1	Socializing	100%
2	Negotiation	33.3%
3	Meetings and discussion	16.7%

The employer's comments highlight the essential skills for international employees, emphasizing the critical importance of socializing, which is rated at 100%. This underscores the necessity of building relationships and networking in a global business environment. Negotiation skills, while important, are noted at 33.3%, indicating they are less frequently required but still valuable for business dealings. Meetings and discussions are rated at 16.7%, suggesting that while necessary, they may not be as emphasized as socializing and negotiation. Overall, students should prioritize developing strong interpersonal skills, particularly in

socializing, while also honing their negotiation techniques and effective communication for meetings to prepare for success in international business contexts.

6. Conclusion

In conclusion, the analysis reveals a comprehensive understanding of the students' demographic profiles, subjective needs, and the challenges they face in learning the language. The overwhelming majority of students express a positive attitude towards learning Business Chinese, recognizing its potential to enhance their career prospects and facilitate international business interactions. Their preference for practical communication skills, such as negotiation and meeting participation, underscores the importance of equipping them with the necessary tools for success in a business environment. Moreover, the insights from teachers and employers highlight the significance of not only language proficiency but also cultural competence in navigating the complexities of international business. The need for updated resources, supportive learning environments, and practical application of language skills is evident, suggesting that curriculum development should focus on experiential learning and real-world exposure. As students prepare for their future careers, it is crucial for them to balance language acquisition with an understanding of business culture, as both elements are essential for effective communication and relationship-building in a global context. By addressing the identified challenges and aligning educational strategies with students' needs, the Business Chinese courses can better prepare students for successful careers in the increasingly interconnected world of international business.

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