

## **The relationship between students' need and Arabic course for business purpose at Yinchuan University of China**

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### **Abstract**

Many of courses under education system are not total designed according to students' actual need and purpose of teaching and learning. This research attempts to investigate the relationship between students' need and Arabic course for business purpose in Yin Chuan University, Ning Xia of china. A total of 60 final year students who are studying Arabic for business purpose courses were randomly selected from department of Arabic language of Yin Chuan University, self-reported instruments were distributed for data collection. The data analysis will depend on SPSS vision 2.0. Descriptive analysis was used to descript Category frequencies of the demographic variables, and Correlation method will apply to determine the relationship between two variables of students' need and Arabic course for business purpose. It was found as a result of the analysis shows that there was significant relationship between students' needs in teaching and learning Arabic for business purpose in Yinchuan university ( $r = .59$ ,  $p < .05$ ). Therefore, according the result of this research, can concluded students' needs have significant relationship with ABP course. The researcher further concluded students' needs must be consider for ABP course. It is the students' needs that serve as foundation stone of Arabic for business purpose.

**Keywords:** Relationship, students' need, ABP course

### **INTRODUCTION**

The trend of economy's globalization appears more and more international communication and cooperation nowadays. With frequent and extensive China-Arab communication, many Arabic talents, with excellent abilities of Arabic language and comprehensive practical skills become an urgent need. In order to fulfill the need of market and increase the employment rate of

graduates, colleges and universities in china are looking for the new mode of compound talent training under the background of economic globalization, so a lot of Universities started offer Arabic for business purpose (ABP) course to fulfill the market's potential . However, ABP course faces many problems: 1) the design of course didn't fulfill the need of students .2) employers complain about graduates' occupational skills. 3) University students have less motivation to learn Arabic because of less relevant between the content taught in class and the content needed. 4) No teachers and lecturers trained be to be qualified expertise for Arabic for business purpose. Indeed, many researchers studied English for specific purpose, even there are some researches focused on Arabic for specific purpose, but only mentioned about needs analysis in ABP course and none of them analyzed deeply relationship between students' and course design of ABP in Ningxia, China. This is a gap to be filled in this study.

Therefore, the objective of this Research is To analyze the relationship between students' needs and Arabic course for business purpose in Yinchuan University, Ningxia, China and to puts forward some suggestions to promote the development of the ABP teaching that can enhance students' performance, make them more employable, provides the greatest helping for lecturers and improve academic raking in Yinchuan University, Ningxia, China. As well as, this research will provide a beneficial reference for ABP teaching for researches and universities to promote its further development.

## **Literature Review**

There are very great contribution of teaching English as foreign language for specific purpose, unfortunately, very limited literature related to teaching Arabic for specific purpose (ASP), especially teaching Arabic for business purpose, and none of those researches discussed about relationship between students' need and Arabic course for business purpose.

According to Dudley-Evans and John, The need analysis model is divided into following aspects: The first one is learners' professional information: what tasks and activities learners will use English for. We also call it Target Situation Analysis or Objective Needs. The second one is learners' personal information: this is subjective need encompassing learners' learning experience, learning strategies and expectation or motivation of learning. The third one is learners' English language information: what their current language learning condition, we call it Present Situation Analysis. The fourth one is learners' lacks: the lacks refer to the gap between present situation and target situation. The fifth one is language learning information: an effective way of minimizing the gap to learn language well. This is the learning needs. The sixth one is professional communication information in target situation: master knowledge of how to apply language and skills into the target situation. The seventh one is learners' course needs: what is wanted from the course. The eighth one is learning environment: what environment is appropriate for course opening (Dudley-Evans and John, 1998).

A Study investigated the tourism English course based on needs analysis (Feng, 2013). The study explored the existing problems of Tourism English teaching and provided some suggestions to promote the development of Tourism English teaching. This research takes Hutchinson & Waters and Dudley-Evans & St John's models for needs analysis as a basis to make a comprehensive study of present condition of Tourism English course.

Another research titled "A Needs Analysis for the Course Materials Design of the Arabic Language Course" (Aladdin, 2016) is to design and develop an innovative course material for SKVA 2562 Arab 1 for the Faculty of Law. This paper will report on the preliminary findings on the need's analysis in the first instance in which will be used to determine the key components necessary for designing a course material. A course outline will then be designed to accommodate these needs.

However, Surbakti (2015) studied a research titled "Needs analysis in teaching learning process for developing teaching Arabic language syllabus of Islamic Religion Education of STAIS Sumatera" this research was aimed at describing: (1) the target needs of the students in learning Arabic language of STAIS Sumatera, (2) the learning needs of the students in learning Arabic language of STAIS Sumatera, and (3) the development at the teaching Arabic language syllabus. The results of this research are 1) The target needs of the students of STAIS Sumatera in learning Arabic are to improve their Arabic language skills; 2) the students' proficiency is in the elementary level; 3) learning Arabic language is useful for their next career; 4) the most popular topic is religion; 5) the input is picture illustration; 6) the learning activity is reading then answering comprehension questions; 7) the teacher role is as a feedback giver; 8) the learners role is as active learners; 9) and the setting is group work.

A Case Study of teaching Arabic for Cultural Purposes by Rawya Jamous and Abdul Rahman Chik (2012) discussed the success story of teaching Arabic to non-native speakers by offering a model of a program of teaching Arabic through experiencing Arabic and Islamic culture for students of French-speaking countries at Aleppo University of Syria. The result found that its significance lies on strengthening the students' communication and languages skills as well as their deeper understanding of their target language culture

From above researches, we concluded that there are many scholars did researched about teaching Arabic for specific purpose, and need analysis to teaching and learning Arabic, but none of researches covered about relationship between need analysis and Arabic for business purpose.

## **RESEARCH METHODOLOGY**

### **Instrument**

The quantitative research will apply the SPSS as a instrument for data collection and analysis, The questionnaire survey contained 7-point Likert-type scales. The questionnaire consists two

parts with 14 questions. The part A consist of respondents' information such as gender, age, and program. While the part B consists of the questions which relevant to students' needs. Survey instruments are based on 7-point Likert scales is from Very Strongly Agree to Very Strongly Disagree.

### **Population and Sample**

The research will cover the students who are majoring the Arabic language in Yinchuan University, Ningxia of China, and only 60 students randomly selected from total 110 students who are majoring in Arabic language that from year four were involved in this research. Because ABP course only offered for final year students. The research will only focus final students which are randomly selected from final students.

### **Procedure**

The survey questionnaire sent to lecturer who are teaching ABP course in Yinchuan University. The Lecturer distributed online the questionnaire to the participants to complete the survey questionnaire by the assigned deadline. The recovery ratios were much than 99%. Of participants

## **RESEARCH METHOD**

This research will depend on the survey research design. Descriptive method will use for Category frequencies of the demographic variables which are gender, age, and year of learning Arabic before entering the university for the sample of 60 undergraduate final year students who are majored in Arabic for business purpose from Yin Chuan University, Ning Xia of china. Correlation method will apply to determine the relationship between two variables of students' need and Arabic course for business purpose. The main advantage of using correlation method is that it's simply determines the relationship between two variables whether it is positive or negative relationship or no relationship (Jennifer, 2015).

## **FINDINGS AND DISCUSSING**

### **Descriptive Analysis**

The respondent's information used in this study are gender, age, year in the university and year of Arabic studying before entering the university. The total number of respondents used for the final study was 60. The table 1.1 shows that the number of male respondents that participated in the study was 23 (38.3%) and female was 37(61.7%). This table indicated that female respondents were more than male in the survey. And the analysis shows that age group between 15-20 years (N=4, 6.7%) in the distribution. then, the Age group between 21-25yrs was (N=56, 93.3%) in the analysis.

In relation to the year of the participants' study, the analysis indicated that 100% of them were the fourth-year student since this research focuses on students who are studying Arabic for specific purpose which are only offered for final year students. However, The students who study Arabic language before entering the university within 0-6 months was (N=44, 73.3%). again, the analysis found that the students who study Arabic before they enter university within 0.5-1 years was (N= 16, 26.7%). it is understandable from this analysis that students who study Arabic 0-6 months before they enter university more than students who study Arabic within 0.5-1 years in the survey.

**Table 1:** *Distribution of Respondents according to student's Background Characteristics*

	<b>Characteristics</b>	<b><u>n</u></b>	<b>%</b>
<b>Gender</b>	Male	23	<b>38.3</b>
	Female	37	<b>61.7</b>
<b>Age</b>	15-20 years	4	<b>6.7</b>
	21-25yrs	56	<b>93.3</b>
<b>Years of study</b>	Final year	60	<b>100.0</b>
<b>Periods of Study</b>	0-6 months	44	<b>73.3</b>
	<b>Arabic</b> 0.5-1years	<b>16</b>	<b>26.7</b>

**Test for sample size adequacy for Students' Needs in learning ABP course**

The 10 items of student's needs were subjected to principal components analysis (PCA) using SPSS version 22. Prior to performing PCA, the suitability of data was checked which suggested that further analysis can be carry on. The Kaiser-Meyer-Oklin value was .812, exceeding the recommended value of .6 (Kaiser, 1970). Then, Bartlett's Test of Sphericity reached statistical significance (Barlett, 1954; Hair et al. 2010). Refer to Table 2.

**Table 2:** KMO and Bartlett's Test

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.812
<b>Bartlett's Test of Sphericity</b>	Approx. Chi-Square	236.785
	Df	45
	Sig.	.000

### **Reliability Test**

Reliability is the assessment of measurement errors within the constructs of an instrument (Kumar, 2005). There are categories of reliability researcher can use (Split-half, Gutman, Strict parallel) to assess reliability. This study makes used of Cronbach Alpha to determine the reliability.

There is no consensus among researchers on the acceptable threshold levels for Cronbach's alpha. However, Researcher indicated that the acceptable alpha values range from 0.65 to 0.95 (DeVellis, 2003 & Dennick et al., 2011). The result in Table 3 shows that all the constructs were measured correctly going by their Cronbach's alpha values that ranged from >0.5 to 0.8. The cronbach alpha for student needs 0.670. This show that the construct has a significant load. This further indicated that the result can be used for further analysis. Refer to Table 3.

**Table 3: Reliability Analysis**

<b>Scale/Item</b>	<b>Corrected item-Total Correlation</b>	<b>Cronbach's Alpha if item deleted</b>	<b>Cronbach's Alpha</b>	<b>No of items</b>
<b>Student needs</b>				
<b>Learning ABP course achieve students' aims and objectives</b>	.594	.857		
<b>To be useful in getting a good job</b>	.715	.847		
<b>To pass various related exams</b>	.665	.852		
<b>To get a degree</b>	.652	.853		
<b>To improve my comprehensive language application (listening, speaking, reading, writing) ability</b>	.521	.863		
<b>To have a strong desire to know all aspects of ABP course</b>	.539	.862	0.670	10
<b>Studying ABP is important because it will make me more educated</b>	.553	.860		
<b>Studying ABP is important because it will enable me to better understand and appreciate the Arab</b>	.609	.856		

<b>business culture</b>		
<b>Studying ABP is important because it will allow me to do business with more and varied Arabs</b>	.498	.865
<b>To ensure better communication with Arab businessmen, it is necessary to master more business professional knowledge, practical application ability and interpersonal communication abilities</b>	.541	.861

**The Result of Correlation between Students' Needs in Teaching and Learning Arabic for Business Purpose Course**

The analysis was conducted on the relationship between students' needs in learning and Arabic for business purpose course in Yinchuan University China using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure the data was free from missing data. The results of the analysis show that there was significant relationship between students' needs in learning and Arabic for business purpose of the student's sample in Yinchuan university ( $r = .59, p < .05$ ). Therefore, the researcher reports that students' needs have significant relationship with ABP course. The researcher further concluded students' needs must be consider for ABP course. It is the students' needs that serve as foundation stone of Arabic for business purpose.

**Table 4:** Correlation between students' needs in teaching Arabic for business purpose

		<b>Arabic for business purpose</b>	
<b>Students' Needs in Learning</b>	Pearson Correlation	.59	
	Sig. (2-tailed)	.000	H1
	N	60	supported

## **CONCLUSION AND RECOMMENDATION**

Since china already become big market for global, the demand of Arabic language job also become high in china, therefore, Teaching Arabic for business purpose in china is big gap which is none of scholars did any researchers about it before, even though some of university offered Arabic for business course, but there are many problem faced by students and lecturers, some Arabic course is not fulfill the need of students, according to result of this research, Yinchuan university make good example of this filed, the ABP course is fulfill the need of students based on the significant relationship between students' need and Arabic course for business purpose. According to the result of this research, there are some recommendations as a following:

### **1. To adjust direction of ABP course**

According to survey result of student's needs, it should change the traditional teaching method and increase the opportunities for students that to participate in social practice and internship, It also need to meet the personal development needs of students and set clear learning goal and to cultivate students' learning motivation.

### **2. To change the traditional teaching mode and add interactive and situational teaching content**

According to result of student's needs, Students did not satisfy with the simple teaching methods (traditional teaching methods) such as translation, sentence pattern practice and group study in class, but expect the teaching content meet the social reality. Lecturers should pay attention to innovate teaching methods, in order to mobilize the learning enthusiasm of students to participate in the class.

### **3. To enhance the practicality of the ABP course and meet students' skill needs of ABP**

It cannot meet needs of student's personal development if lecturers only teach Arabic language and business knowledge. Students want practical more according to their need and can meet the teaching requirements of students, lecturers are supposed to assume different roles.

### **4. To expand learning resources and take full use of network resources**

As a foreign language course, information and learning resources are very critical. Institutions should promptly recognize the lack of learning resources in university and understand students' needs to extend resources in time. Such as lecturers used network teaching resources that to put a wealth of interesting learning resources into the repository and help students to create conditions for independent learning. Students can choose foreign language learning resources according to their own needs.

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