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TEACHING ARABIC FOR ECONOMIC AND TRADE NEGOTIATION COURSE IN YINCHUAN UNIVERSITY OF ENERGY



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KOU JIEYING

UNIVERSITI PENDIDIKAN SULTAN IDRIS

2022



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TEACHING ARABIC FOR ECONOMIC AND TRADE NEGOTIATION COURSE
IN YINCHUAN UNIVERSITY OF ENERGY

KOU JIEYING

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FACULTY OF LANGUAGES AND COMMUNICATION
UNIVERSITI PENDIDIKAN SULTAN IDRIS

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ABSTRAK

Kajian ini dijalankan bertujuan untuk meninjau keperluan pelajar dan hubungan di antara kaedah pengajaran (A), bahan pengajaran (B), penilaian pengajaran (C), fakulti mengajar (D), dan keperluan pelajar (S) yang mempengaruhi kualiti pengajaran kursus AETN. Pendekatan kaedah campuran (kuantitatif dan kualitatif) telah digunapakai bagi menjawab persoalan kajian dan instrumen seperti tinjauan and temubual telah digunakan bagi mengutip data. Bagi pendekatan kuantitatif, seramai 60 orang sampel dipilih secara rawak yang terdiri daripada pelajar tahun 4 yang mendaftar dalam kursus AETN (23 orang lelaki dan 37 orang perempuan) telah terlibat dalam kajian ini. Ujian Korelasi dan Regresi Linear Berganda digunakan untuk menganalisis data melalui pakej SPSS. Selain daripada itu, 5 orang responden telah dipilih secara rawak untuk ditemubual. Keputusan ujian korelasi antara A, B, C, D, dan S adalah, $r=0.596, 0.579, 0.620, 0.572, p<0.01$ dan keputusan regrasi linear berganda bagi A, B, C, D adalah $\beta=0.287, 0.224, 0.282, 0.250, p<0.05$. Sementara itu, pendekatan kualitatif adalah selari dengan keputusan kuantitatif. Dapatan kajian menunjukkan terdapat hubungkait secara langsung yang signifikan dan positif antara A, B, C, D dan S dalam pembelajaran kursus AETN. Kesimpulannya, kajian ini mencadangkan aspek A, B, C, dan D hendaklah diambil kira bagi memenuhi S dalam kursus AETN. Tambahan pula, pelajar adalah penerima secara langsung kualiti pengajaran dan status utama para pelajar mesti diutamakan. Implikasinya, kajian ini meyumbang secara signifikan dalam bidang pengajaran kursus AETN di Universiti Ningxia. Selain itu, ianya juga memberi manfaat kepada pertukaran dan kerjasama asing Ningxia pada masa hadapan, secara khususnya dalam kerjasama pendidikan dengan Timur Tengah.

Key words: kursus AETN, keperluan pelajar, kaedah pengajaran, bahan pengajaran, penilaian pengajaran, fakulti pengajaran

TEACHING ARABIC FOR ECONOMIC AND TRADE NEGOTIATION COURSE IN YINCHUAN UNIVERSITY OF ENERGY

ABSTRACT

The purpose of this study aims to explore students' needs and the relationship between teaching methods (A), teaching materials (B), teaching evaluations (C), teaching faculty (D) and students' needs (S) that affected the teaching quality of the AETN course. Mix-method approach (Quantitative and Qualitative) was adopted to answer the research questions and instruments such as survey and interview were used to collect the data. For the quantitative approach, a random sample of 60 students who had enrolled in the AETN course from year four (23 males and 37 females) participated in this study. The correlation and multiple linear regression were used to analyze the data via SPSS package. On the other hand, 5 participants were randomly interviewed. The results of correlation between A, B, C, D and S were $r=0.596, 0.579, 0.620, 0.572$, $p<0.01$ and the multiple linear regression results for A, B, C, D were $\beta=0.287, 0.224, 0.282, 0.250$, $p<0.05$. On the other hand, the qualitative approach was in accordance with quantitative result. The findings revealed that there were significant and positive direct relationship between A, B, C, D and S in learning AETN course. In conclusion, the study suggested that A, B, C, D must be considered to meet S in AETN course. Moreover, the students are direct performers of the teaching quality and the principal status of students should be emphasized. In implication, this study has a significant contribute to the field of the AETN course teaching in Ningxia's University. Meanwhile, it also benefited the Ningxia's foreign exchange and cooperation in the future, in particular the educational cooperation with the Middle East region.

Key words: AETN course, students' needs, teaching methods, teaching materials, teaching evaluations, teaching faculty



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LIST OF ABBREVIATIONS

AETN	Arabic for economic and trade negotiation
ALM	Audio-Lingual Method
ASP	Arabic for Specific Purposes
CA	Cognitive Approach
CBI	Content-Based Instruction
CLL	Community Language Learning
CNP	Communication Needs Processor
DM	Direct Method
ESP	English for Specific Purposes
ESL	English as a second language
EAP	English for Academic Purposes
EOP	English for Occupation Purposes
EVP	English for Vocational Purposes
EBP	English for Business Purpose
EGBP	English for General Business Purposes
ESBP	English for Specific Business Purposes
GTM	Grammar-Translation Method
KPTM	MARA Poly Tech College, Malaysia

LSP	Language for Specific Purpose
LAP	Language for Academic Purposes
LEP	Language for Educational Purposes
LOP	Language for Occupational Purposes
LST	Language for Science and Technology
PBLT	Project-Based Language Teaching
PSA	Present Situation Analysis
TBLT	Task-Based Language Teaching
TEM4	Test for English Majors Grade Four
TPR	Total Physical Response
TSA	Target Situation Analysis

APPENDIX LIST

A Interview Outline

B Questionnaire

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter introduces some general information about the thesis including the research background, the problem statement, the objective and significance of the study, the research questions and hypothesis, the theoretical framework, study limitation, operational definitions and summary. The research background explains the Arabic language history and development of its theory. This is followed by the objective of the study, research questions and hypothesis. Next, the theoretical framework explains to the intentions of this study. Then, the significance of the study presents the meaningfulness and importance of the study which is then followed by a discussion on the theoretical framework of the study providing an overview of the thesis. In addition, the study limitation describes the scope and limitations of the study conducted. Finally, the operational definitions are presented to provide a clear understanding of the terms used in the present study.

1.2 Background of the Study

This study focuses on the Arabic language for economic and trade negotiation (AETN) course. The following sections explain all the elements related to this study.

1.2.1 An Introduction of the Arabic Language

The Arabic language is a common language spoken in 22 Arab countries and regions and by 270 million people (Chen, H.J, 2015). It became the political and the administrative language of the early centuries of Islam. The Arabic language is divided into classical Arabic and modern standard Arabic. The classical Arabic is widely used and is the official language of the media for religion, political documents and education in general. And the Modern Standard Arabic, on one hand, is the language spoken by educated people in formal occasions such as conferences, on radio and television broadcasts. On the other hand, it is one of the official languages of four international organizations (the United Nations, Arab League, Organization of Islamic Conference, and African Union). Arabic language is regarded as a unified national language and a language tool for Muslims to understand, communicate ideas and bond friendship with each other across regions and borders (Jin, S.L, 2016).



1.2.2 Arabic Language in China

Islam arrived in China as early as in the period of 651 A.D when Othman, the third caliph of Arabia sent envoys to the emperor of the Tang Dynasty (for more information about the history of Islam in China, please read Zhang, H, 2005; Jin, Z.J, 2007). When the republic of China was established in 1949, China has gradually established international politics and diplomatic relationships with 22 Arab countries. The language of Arabic was established in universities' curriculums such as University of International Business and Economics, Beijing Foreign Studies University, Shanghai International Studies University, Beijing International Studies University, and Beijing Language and Culture University. This served as the monumental period for Arabic and many universities that adopted the use of Arabic language in their curriculum. Since the reform and opening in 1978, especially after the 21st century, with the rapid development of higher education in China, as well as the establishment of the comprehensive strategic cooperative partnership between China and Arab countries and the deepening exchanges and cooperation in many fields, the Arabic department was settled up in universities. Teaching of Arabic has become a crucial development in universities. Moreover, Shanghai Foreign Language University, Beijing University, University of Foreign Language in Beijing as well as many universities have contributed immensely to the teaching of Arabic language. Some of these universities have produced numerous students in the area of Arabic language. They produced textbooks and Arabic literature dictionaries. Advance methods of teaching Arabic language tend to increase. Jin, Z.J



(2007) pointed that this is the breakthrough of Arabic education in China (Jin, Z.J, 2007).Currently, there are over 40 institutions (colleges and universities, higher vocational colleges, vocational colleges, and 10 Islamic institutes) have set up major study in Arabic (Na, H.Y, 2014). They cultivated a large number of high-level specialized talents in culture, diplomatic, economic and trade, translation, research and teachers. The Arabic education in China has developed for thousands of years, especially through the establishment of undergraduate programs, postgraduate doctoral programs and post-doctoral research centers since the 1980s and it has formed a relatively perfect Arabic education system and model in China (Jin, Z.J, 2007).

Under the background of the development of Arabic education in China, Ningxia is the only province of Hui autonomous region in China and is an earlier area to develop Arabic language in China. Because Ningxia has some advantages including strategic location, resource, cultural and policy. Ningxia is a nodal province of the ancient silk road and a convenient access to China's eastern and central regions along the Hexi corridor to Xinjiang and to Central Asia and Europe. From the perspective of history and culture, the Hui people in the Ningxia Hui Autonomous Region have similar customs and religious beliefs with Muslim from all over the world, which offers an innate advantage in exchange and cooperation with the Arab countries (Xu, K.F. & Yang, F.Y., 2018; Yang, Q.J., 2015).

In terms of Arabic education in Ningxia, it showed a diversified and multi-

level developments. From the 1950s to the 1980s Arabic teaching in Ningxia was mainly based on the mosque education system. Because of the natural growth and extensive distribution of the Hui population, the number of mosques has grown considerably (Wei, & Xu, 2016; Sun, 2016; Na, 2014; Jin, 2007). In the early 1980s, Ningxia established Arabic school that integrated the modern foreign language education system with the Arabic Mosque education system, which formed the Arabic teaching model that combine mosque and school. Both two models focused on the training of clerical and religious people. Then, private Arabic schools were established which directly or indirectly separated from the mosque education system (Jin, 2007; Tuo HaYi, & Wang, 2016; Sun, 2016). Since the 1980s, Arabic teaching has been officially included in the official foreign language teaching in Ningxia. Ningxia University, North Minzu University, Ningxia Normal University, and Yinchuan University of Energy successively opened Arabic major study in 2003, 2006, 2016 and 2015. In the later years, Arabic vocational training schools and private training schools were added. Currently, there are 20 Arabic training institutions in Ningxia that form a multi-level Arab language talents training system (Sun, 2016; Tuo HaYi, & Wang, 2016; Liu, 2015; Na, 2014; Sun, 2016; Jin, 2007).

1.3 Statement of Problem

Ningxia Hui autonomous region is a bridgehead opened in China and the Arab and



Islamic countries to develop bilateral cooperation and realize common development. Ningxia occupied an important position in the strategic layout of 'area' (Sun, L., 2016). Meanwhile, Ningxia is an important gateway of 'One Belt and One Road' initiative and the permanent host of China-Arab States Expo. With the implementation 'one belt and one road' initiative, Ningxia as the strategic fulcrum of westward development, the high quality, to cultivate interdisciplinary talents of Arabic became a great significance and value to China's national strategy and also became an urgent need (Tuo HaYi & Wang, 2016; Jiang, 2014; Huang, 2015).

In order to meet strategy and social needs, it is best to serve the region construction and adopt the long-term education reform and development plan (2010-2020). A lot of Ningxia's universities have mentioned the business features in its professional training program and the Arabic for Economic and Trade Negotiation (AETN) course has been added. AETN course is a transformation and upgrading from language skills training to comprehensive ability training and promotes the goal of talents training from foreign language talents to have more extensive knowledge, solid basic skills and a certain professional knowledge of compound talents transformation. The AETN course is a practical, comprehensive and highly applicability course, which plays an important role in cultivating such interdisciplinary talents. However, many universities opened AETN courses only for the sake of opening them; the purpose for opening is unclear. After AETN courses were opened, the AETN course faced many problems in the practice process. For instance: (1) The lecturers still used the traditional





unitary teaching method. AETN course is focusing on practicality and application. It is a combination of "listening, speaking and translating". Therefore, the AETN course differ from the other Arabic courses, especially in the teaching environment and teaching situation. But in the AETN course teaching, the lecturers still play a dominant role in the class and the main mode of teaching is explaining of trade terms and even reading the sample text of the economic and trade negotiation. The teaching mode is mainly composed of three parts: pre-class preview, class explanation and translation and after-class translation homework. The AETN course is distorted into "oral translation course", "listening course" and even "reading course" and it did not reach the teaching objectives that expected. Indeed, this single, passive teaching model is difficult to stimulate students' interest in learning and cannot to cultivate interdisciplinary talents of Arabic (Xiu, 2017); (2) Many universities in Ningxia ignored the characteristics of the AETN course and only focused on basic Arabic teaching and CET-4 exam universities linked CET-4 certificate with the performance assessment of lecturers and the graduation certificate of students, which caused great mental burden and pressure on lecturers and students. It also caused lecturers not having enough time to fully focus on the teaching of AETN course (Huang, 2015); (3) The inadequate teaching materials of the AETN course and the contents are outdated. Although the number of colleges and universities offering Arabic majors is increasing year by year, but the updating and expansion of teaching materials and teaching resources are still lagging behind. Many universities used teaching materials is 《Economic and trade Negotiations in Arabic》 that published in 2012 and 2nd edition. Although this teaching





material involves knowledge in the field of economic and trade activities, but due to the accelerating process of economic and trade globalization and integration, this teaching materials did not meet the actual needs of economic and trade activities and exchanges. Although the textbook edited in 2016, but it only updated the case analysis and did not cover the latest business content (Xiu, 2017); (4) Students also criticized the gap between the content taught in classes and the content they are expected to learn (Jiang, 2014; Wei, & Xu, 2016); 5. Jiang, (2014) discovered that 94% graduates in Arabic language thought that they only mastered Arabic language and lacked knowledge of business, tourist, legal and other fields which local economy development are now in great needs. Although they ushered in a rare opportunity that the inland open-economy development and Ningxia became the permanent home of China-Arab economic and trade forum, they are unable to meet the demand for talents in Arabic language of the development strategy in the country and autonomous region so they have to seek for another job (Jiang, 2014; Wei, & Xu, 2016).

It is believed that all of the above problems happened because learners' needs were not given the priority. These learners' needs can be obtained by conducting needs analysis, a method of obtaining a detailed description of language learners' needs by taking into account the learners' specific purpose, starting levels and target levels to be achieved. The results of needs analysis usually serve as primary evidence for LSP teaching (Hutchinson & Waters, 1987). Without thorough needs analysis, it is impossible to carry out effective foreign language teaching and achieve expected





teaching goals (Shu, 2004). Despite its important, needs analysis proves to be an overlooked procedure in Arabic course designers and language teachers in China, let alone the AETN course. While the teaching English as a foreign language for specific purposes (ESP) can be taken as a very good example, in the field of students' needs, there are many books, programmes and studies established, whereas in the case of Arabic language, it did not reach to the same position, only a few articles mentioned about the Arabic course. Such as: studies by Jiang, (2014) and Huang, (2015) only explored the compound talents training model of Arabic language in the information age in Ningxia's universities (Jiang, 2014; Huang, 2015). In addition, Liu, (2015) examined factors that hindered the development of compound talents of Arabic language in Ningxia (Liu, 2015). On top of this, Xiu, (2017) stated the great significance of the AETN course in the training of compound talents of Arabic language and also mentioned some problems in the teaching process of the AETN course (Xiu, 2017). However, none of the studies specifically looks into the AETN course in Ningxia and even not to mention the needs analysis in the AETN course in a specific university in Ningxia. This is the reason for conducting this study. The teaching of AETN course in universities and colleges is facing many challenges including optimizing course design, setting teaching goals, updating teaching concepts, training teachers and compiling textbooks. Hence, it is believed that taking into account students' needs analysis is important in exploring and analyzing the teaching quality of the AETN course.



This study focused on Yinchuan University of energy, Ningxia, China, an ordinary private university certified to confer the bachelor's degree by the Ministry of Education and is a council member of Alliance in China's University of Applied Sciences. It is also the pilot institution of undergraduate institutions' transformation in Ningxia province. Yinchuan University of Energy adheres to 'train of application-oriented talents' target and attaches a great importance to fostering its student's practical competence. The relationship between students' needs with teaching methods, teaching materials, teaching evaluations and teaching faculty is explored in the AETN course that affect the quality of teaching AETN course. Lastly, some suggestions are stated to promote the development of the AETN teaching that can enhance students' performances, make them more employable, provide the greatest help for lecturers and improve education results in Yinchuan University of Energy, Ningxia, China. This study is hoped to provide a beneficial reference for ABP teaching in research universities and other universities to promote its further development.

1.4 Research Objectives

This study focused on the students enrolling in the AETN course from the Arabic major study in Yinchuan University of Energy to analyze and explore the relationship between students' needs with teaching methods, teaching materials, teaching faculty and teaching evaluations that affected the teaching quality of the AETN course. The

following objectives were formed:

RO1: To explore the relationship between teaching methods and students' needs that affected the teaching quality of the AETN course in Yinchuan University of Energy, Ningxia, China.

RO2: To investigate the relationship between teaching materials and students' needs that impacted the teaching quality of the AETN course in Yinchuan University of Energy, Ningxia, China.

RO3: To discover the relationship between teaching evaluations and students' needs that affected the teaching quality of the AETN course in Yinchuan University of Energy, Ningxia, China.

RO4: To discuss the relationship between teaching faculty and students' needs that affected the teaching quality of the AETN course in Yinchuan University of Energy, Ningxia, China.

In this study, based on the students' needs the existing problems are explored in the aspects of teaching methods, teaching materials, teaching evaluations, teaching faculty in the AETN course and provided some suggestions to promote the teaching quality of the AETN course.

1.5 Research Questions

In this study, four research questions are formulated to guide the study. They include:

RQ1: What is relationship between teaching methods and students' needs in the teaching of AETN course in Yinchuan University of Energy, Ningxia, China?

RQ2: what is the connection between teaching materials and students' needs in the teaching of AETN course in Yinchuan University of Energy, Ningxia, China?

RQ3: What is affiliation between teaching evaluations and students' needs in the teaching of AETN course in Yinchuan University of Energy, Ningxia, China?

RQ4: What kinds of link between teaching faculty and students' needs in the teaching of AETN course in Yinchuan University of Energy, Ningxia, China?

1.6 Research Hypothesis

Research hypothesis is a tentative prediction or explanation of the relationship between two or more variables (Johnson & Christensen, 2019). Hypothesis is important in a

study because it guides the study. For this study, these following hypotheses are developed:

RH1: There will be a significant relationship and positive direction between teaching methods and students' needs in the AETN course in Yinchuan University of Energy, Ningxia, China.

RH2: There will be a significant relationship and positive direction between teaching materials and students' needs in the AETN course in Yinchuan University of Energy, Ningxia, China.

RH3: There will be a significant relationship and positive direction between teaching evaluations and students' needs in the AETN course in Yinchuan University of Energy, Ningxia, China.

RH4: There will be significant relationship and positive direction between teaching faculty and students' needs in the AETN course in Yinchuan University of Energy, Ningxia, China.

1.7 Conceptual Framework

Conceptual framework is the end result of uniting a number of related concepts to predict and explain a phenomenon of interest in a more understanding ways for a research problem. Most importantly, the conceptual framework used different approaches or theories taken from other studies and is built upon the structure and organization of the theories (Imenda, 2017). The conceptual framework of this study has helped in constructing the research problem, the research objectives, research questions and in the selection of methods that are suitable to the study.

Figure 1.1 shows the factors that affect the teaching of AETN course in Yinchuan University of Energy, Ningxia, China. There are five variables illustrated in the figure that include students' needs (dependent variable), teaching methods (independent variable), teaching materials (independent variable), teaching evaluations (independent variable) and teaching faculty (independent variable). The mentioned factors directly affected the teaching quality of AETN course (knowledge and skill of the AETN course, comprehensive ability, employment rate and others). In fact, the ideas of this conceptual framework were derived from the literature reviewed for this study.

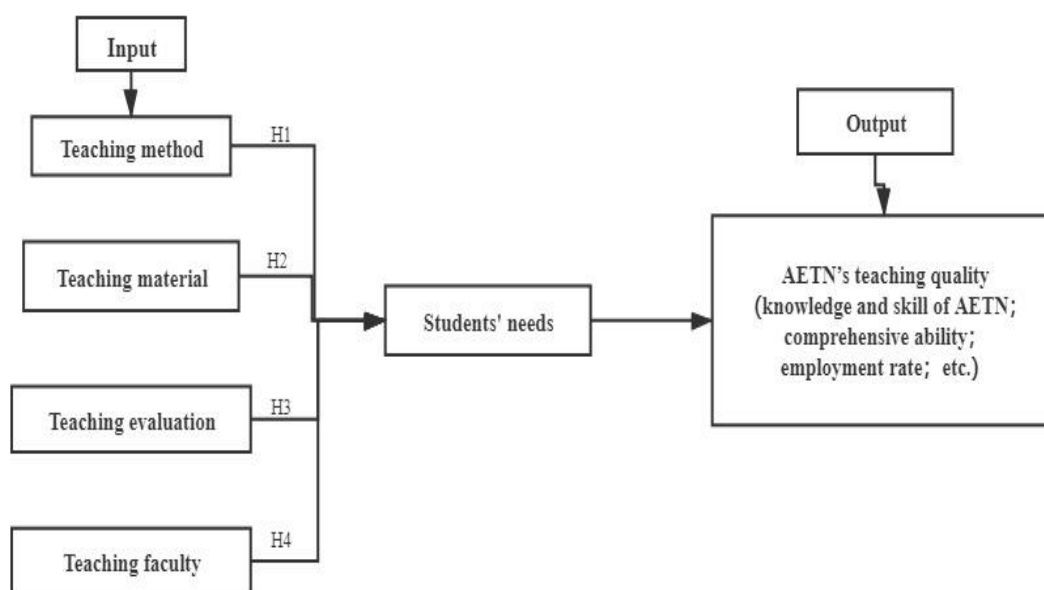


Figure 1.1. Conceptual Framework

1.8 Significance of the Research

Needs analysis is a first step and an important part to be conducted in achieving effective foreign language teaching and expected teaching goals (Shu, 2004). This study focused on the contemporary China-Arab relations in the new situation through the comprehensive promotion between China and Arab countries focusing on students enrolled in the AETN course from the Arabic major in Yinchuan University of Energy as the research subjects. In addition, this study also analyzed and explored the relationship between students' needs with teaching methods, teaching materials, teaching faculty and teaching evaluations that affected the teaching quality of the AETN course. Hence, this research has great significance for the following aspects.

1.8.1 Theoretical Significance

Firstly, enrich studies of the AETN course teaching in Ningxia, China. The Arabic education in Ningxia has a long history but the theoretical research on Arabic education is still insufficient. Currently, there are no papers or articles that analyze the AETN course teaching and reform on the basis of needs' analysis theory. Therefore, this study is considered the first of its type in the field of teaching the AETN course. Therefore, under the guidance of the students' needs analysis, this study investigates and analyses the current situation of AETN course teaching and proposes effective countermeasures to improve the teaching quality of the AETN course in Yinchuan University of Energy.

In terms of theory, this research not only contributes to the improvement of AETN course teaching in Yinchuan University of Energy but also enrich the research of AETN course teaching in Ningxia, China.

Secondly, the lack of literature makes this study of great significance that opened new perspectives of the AETN course teaching. This study examined the success of the AETN course teaching and highlighted its existing problems from the perspective of students' needs in Yinchuan University of Energy, Ningxia, China. It is to establish the bases and the point of departure for research problems and open new horizons for more studies in the future.

Lastly, was to improve lecturers' understanding of the teaching theory in

the AETN course. Additionally, this study contributed to the field of language development that teaching methods, teaching materials, teaching evaluations and teaching faculty can bring effective teaching of the AETN course. Accordingly, the findings provided lecturers involved in teaching the AETN course with better understanding of student's needs. When the needs of students first identified, directly the AETN course teaching would be successful. It lays a good foundation for enrich teaching theory of AETN course in the future. For students, it can create a theoretical environment more suitable for language learning, deepen their understanding of the AETN course theory, determine their learning objectives and stimulate their motivation to learn the course.

1.8.2 Practical Significance

Language is a basic communication tool and the basic carrier of culture. With the rapid development between China and Arab countries, Arabic language education became a great significance and value to China's national strategy immensely. Hence, this research has practical significance in the following aspects:

1. It promoted economic development in Ningxia. It is good for building practical mechanism cultivation, mobility and aggregation for compound talents of Arabic

language to attract high-end talents of Arabic language to Ningxia employment and entrepreneurship.

2. It improved Ningxia's opening to the outside world and conducive to the overall development of the Ningxia, provide necessary personnel reserves for the economic and trade cooperation and cultural exchanges between China and Arab countries and boost policy of national opening to the West and 'The One Belt and one Road' initiative.
3. It promoted Ningxia's social stability. It helped to realize the close combination of Arabic talents training and market needs, so as to stimulate employment, improve people's livelihood, promote the welfare of the local people and maintain regional social stability.

1.9 Study Limitation

Although the lack of literature in the area of teaching the AETN course adds to the significance of this study, it also acts as a limiting factor. The lack of literature resulted in lack of helpful dissertations and studies that might guide the researcher to where and how to start or what to replicate. The study also had its limitation in which it covered only the Arabic language major in Yinchuan University of Energy and only 60 students

were chosen from the total number of 70 students from year four. These students were selected because they had already spent almost three years studying Arabic language and one year studying the AETN course. The questionnaire survey and interview were limited to 60 students for the survey and 5 students for the interview. The research only focused on the teaching of AETN course and focused on a specific university, Yinchuan University of Energy, because this university is an ordinary private university certified to confer the bachelor's degree by the Ministry of Education and it adhered to 'train of application-oriented talents' target and attached great importance to fostering its student's practical competence. In addition, Ningxia University of Energy is the only university to offer the AETN course. This study only focused on five variables of the AETN teaching: four independent variables (teaching methods, teaching materials, teaching evaluations and teaching faculty) and one dependent variable (students' needs).

1.10 Operation Definitions

In order to give the reader a clear understanding of the terms used in this study, the following definitions are provided.

1.10.1 English for Specific Purpose (ESP)

In this study conclude that the ESP combines general English knowledge and professional knowledge and ESP is to satisfy the specific needs of various learners, so learners' need is the crucial elements of its definition.

1.10.2 Arabic for Specific Purposes (ASP)

It refers to the teaching of Arabic using the content which is based on the needs of the learner. It is a learner-centered instruction. Teaching the content or information with no explicit efforts to teach the language itself separately from the content. The focus is on teaching the content the learner desires together with the needed skills (Diab, 1997).

1.10.3 Arabic for the Economic and Trade Negotiation (AETN) Course

AETN course is an applied science based on economics, psychology, logic, management and other disciplines, and a comprehensive course that introduces the content and methods of business negotiations in commodity trade and economic cooperation. AETN course is not only a science, but also an art. It took international and domestic business negotiation as the object, based on relevant laws and regulations

and combined for science and technology, economic management, finance, human geography, social psychology, commodity and trade and other disciplines. It has characteristics of a wide range of knowledge, strong legal, practical and strategic (Xiu, 2017).

1.10.4 Students' Needs

The overseas researchers offered definitions of needs analysis respectively. For this study, needs analysis has been defined as Berwick (1989) pointed out that needs analysis can guide students' present learning goals and future career goals (Berwick, 1989). In other words, needs analysis drives students to use his language skills after official studies are completed. Needs analysis is used to refer to what foreign language learners expect to get from foreign language studies.

1.11 Conclusion

This study focused on the students enrolling in the AETN course from Arabic major in Yinchuan University of Energy as the research subjects. This chapter included firstly, the introduction in which the information about the initial overview about the scope of the study. Secondly, the background of the study was detailed out and elaborated as



these were the trigger point for the purpose of this study. These details and elaborations referred to the trend of economic globalization and the ‘One Belt and One Road’ initiative, it appeared to be more international in terms of communication and cooperation, China and Arab countries have good relationship with the Arab region being an important convergence zone of China's ‘One Belt and One Road’ initiative. Therefore, strengthening the cooperation with Arab countries is an important part of China's diplomatic strategy. It led to the needs for a large number of Arabic interdisciplinary talents having excellent abilities of Arabic language and comprehensive practical skills urgently. Thirdly, the problem statement was presented. In order to meet the needs of national development, universities of Ningxia opened the AETN course that changed the traditional Arabic education mode into the compound pattern to cultivate interdisciplinary talents of Arabic language. However, with the rapid development of Arabic education in Ningxia, the teaching of AETN course in universities and colleges is facing many challenges that include optimizing course design, setting teaching goals, updating teaching concepts, training teachers and compiling textbooks. In addition, none of study specifically looks into the AETN course in a specific university in Ningxia and not even the needs analysis in the course. This is the gap filled by this study. Fourthly, this study focused on the students enrolling in the AETN course from Arabic major in Yinchuan University of Energy as the research subjects to analyze and explore the relationship between teaching methods, teaching materials, teaching faculty, teaching evaluations and students’ needs that affected the teaching quality of the AETN course. Some suggestions to promote the development of

the AETN course teaching that can enhance students' performance, make them more employable, provides the greatest helping for lecturers and improve education results in Yinchuan University of energy, Ningxia, China were put forward. It is hoped that this study provides beneficial references for the teaching of the AETN course in research universities and other universities to promote its further development. Next, four research questions and research hypothesize were stated. This is then followed by the theoretical framework of the study which was presented in the form of diagrams. Then, the theoretical and practical significances of the findings and results were explained, followed by the limitations of the study. Lastly, in order to give a clear understanding of the terms used in this study, the operational definitions were provided. This chapter will be followed by Chapter 2 that will review on the relevant literature and explain all the variables related to the topic.