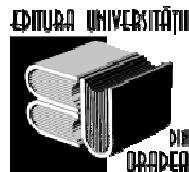


## **Journal of Languages for Specific Purposes (JLSP)**

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The **Journal of Languages for Specific Purposes (JLSP)** is an open access journal and publishes studies on **Applied Modern Languages (English, French, German and Italian)** and Language teaching at academic levels of specialization for various professions or fields of activity.

The purpose of this journal is to create a communication platform for foreign language teachers with academic activity in non- philological fields and it aims to facilitate exchange and sharing of experience and ideas. Given the specificity of their intermediate status, between philology and various fields of specialty, these teachers – researchers at the same time – need their own forum to express the aforementioned dichotomy and pluralism. It is this role that the journal wants to assume, offering its contributors help in their didactic activity, through the exchange of experience between academics. At the same time, the journal shall provide these specialists, besides new perspectives, a large recognition and professional prestige for the research work they undertake.

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# LANGUAGE+1: A CURRICULUM DESIGN AND IMPLEMENTATION FOR BUSINESS CHINESE

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**Abstract:** *Recently, more and more Chinese language learners not only learn the language but also use the language to learn an additional subject (language+1) and therefore a curriculum of Chinese for Specific Purposes is needed. This study explores the theory and practice for such a curriculum starting with Business Chinese (BC). The research methods include a Needs Analyses survey at the beginning of the study, thirty-six hours of class observations during the study, and a National Student Survey (NSS) at the end of the study. To triangulate the quantitative data, a focus-group interview is conducted for a deeper understanding of students' attitudes towards and insights on the curriculum. The study is carried out at University of Manchester, UK with 72 Chinese-majored degree students. A curriculum design committee consisting of professionals, graduate entrepreneurs, subject lecturers, language tutors and current student representatives is set up for designing, implementing and monitoring the curriculum. The Content and Language Integrated Learning (CLIL) approach is employed for students to learn the subject knowledge while practising the language. The subject knowledge is introduced via lectures and discussed at seminars; business content is practised by students setting up and running their own companies, virtual or real; and language skills are trained via presenting their companies to potential clients and customers, negotiating with counterparts and by writing business reports etc. The NSS results with 100% satisfaction rate show students' positive attitudes towards the curriculum, and students welcome the curriculum in that they are learning BC by running their own business and that during the process, they apply the subject knowledge into their own companies and the target language is used throughout the process. By managing their own companies, they go through business procedures, develop related knowledge and skills, share ideas with peers and obtain practical advice from professionals. Students appreciate the engagement and empowerment by running their own companies. This curriculum model can be suggested as a framework for those who are to design and develop curriculum for language for specific purposes.*

**Keywords:** needs analysis; Business Chinese; Chinese for specific purposes, CLIL, Language +1

## **1. Introduction**

The Chinese language, as one of the fastest growing languages in the world, continues to gain popularity among language learners. In 2020, there were more than 100 million language learners learning Chinese globally (Global Exam, 2021). In China alone, the number of overseas students coming to China for a Chinese language degree reached 184,799 in 2019 (Shangdong Education, 2020), among whom many regard learning language+1 as an opportunity to further their personal and professional growth (Lead with languages, 2021). Language+1 refers to an aspect of a subject such as business. In the context of this research, 1 refers to business related to China. Many Chinese language learners believe it is an advantage to learn the Chinese language and to be familiar with an aspect of a subject area (Wisniewska, 2021). The trend of language+1 also has an impact on the UK with more than 20 universities running Business Chinese (BC) programs, as well as Medical Chinese, Law Chinese and Tourism Chinese (Song, 2021). However, the research on language+1 curriculum design does not keep abreast with the growing demand. No research papers appear in Google Scholar with the key words of 'Business Chinese curriculum' between 2010 and 2020. This research is an attempt to fill this gap by developing and implementing such a curriculum starting with BC.

## **2 Literature review**

BC curriculum design in this study refers to an overall plan for a BC course and how the content is transformed into teaching and learning which enables the desired learning outcomes (Richards, 2013). It is a map of maximizing students' performance with appropriate learning activities and assessments (Wiggins and McTighe, 2010) to make learning a dynamic and interactive process.

### **2.1 Needs analysis (NA)**

An essential part of curriculum design is NA, as it can accurately inform designers what should be included in the curriculum (Du and Guan, 2016). Specifically, "target situation analysis, learner factor analysis and teaching context analysis" are fundamental (Basturkmen, 2010).

Target situation analysis identifies learners' needs for their future workplace, and concerns learners' knowledge/skills needed to perform in their future career (Kardijan, Emzir and Rafli, 2018). In the business field for example, the knowledge required for market survey, advertisement, sale and service will be the knowledge that should be provided to the students via the curriculum, in addition to the language skills to perform these tasks. In real business workplaces, informal oral communication skills across cultures are also used outside of formal presentations, as recommended by the business graduate employees of Monash University (Crosling and Ward, 2002).

Learner factor analysis includes students' immediate needs and long-term needs