

## **Needs analysis for designing and Developing an efl teachingspeaking module for the unique linguistic tapestry of Chinese business english undergraduates**

### **ABSTRACT**

Developing effective oral business English (OBE) curricula requires clearly understanding student needs. This study evaluated the speaking needs of Chinese English as a Foreign Language (EFL) undergraduates majoring in business English for specific purposes (ESP), aiming to inform the design of a teaching module that bridges the gap between current speaking abilities and the escalating demand for advanced communication skills in business contexts. A needs analysis questionnaire, reflecting the first phase of the ADDIE model (analysis, design, development, implementation, evaluation), was administered to 398 randomly selected participants using a quantitative, cross-sectional survey design. Results revealed that while students struggle with speaking errors and lack communication confidence, they favor interactive activities such as presentations, discussions, and role-plays. Concerns about current OBE pedagogy and materials highlight a need for more collaborative learning and teacher support. Statistical analysis using independent-samples t-test and one-way ANOVA showed no significant differences in speaking needs based on gender, age, years of English study, or English proficiency. However, a significant difference was reported between fourth-year and third-year students. This study offers some insights for developing more effective interventions to address the specific needs of Chinese business English undergraduates in Chinese ESP education.