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The Reconstruction and Practical Research of Business French Curriculum System Based on the OBE Concept

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Abstract:
In the context of globalization, Business French serves as an important tool connecting the economies and cultures of China and France, and its educational quality directly affects students' career development. This study is based on the Outcome Based Education (OBE) concept and comprehensively reconstructs the existing business French curriculum system. Through in-depth analysis of the current situation of the curriculum design, teaching methods, and evaluation system of Business French, this study reveals the shortcomings of traditional Business French education in cultivating students' practical application abilities. On this basis, this study proposes a curriculum system reconstruction framework guided by clear learning outcomes, student-centered, reverse design of courses, and continuous improvement as the basic principles. Practical research has shown that the business French curriculum system based on the OBE concept can significantly enhance students' business practice ability, comprehensive quality, and employment competitiveness, while also stimulating their interest and enthusiasm for learning. This study not only provides new ideas and theoretical support for the reform of business French education, but also provides useful references for the curriculum reform of other language majors.

Keywords:
OBE concept; Business French; Curriculum system reconstruction; Practical application capability; educational reform

1.Introduction

1.1 Background and Significance

In the context of globalization, Business French plays a pivotal role in facilitating economic, cultural, and educational exchanges between China and Francophone countries. However, current Business French education faces challenges, including excessive focus on grammar and vocabulary at the expense of practical skills, a lack of diverse teaching approaches, and assessment methods that fail to evaluate students' abilities comprehensively.

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To address these issues, this study introduces the Outcome-Based Education (OBE) approach, which emphasizes learning outcomes to optimize Business French curriculum design. The key strategies include: (1) redefining course objectives to clarify core competencies; (2) restructuring course content to better reflect real-world business contexts; (3) reforming teaching methods through case studies and project-based learning; and (4) enhancing assessment mechanisms by incorporating portfolio assessment and peer evaluation for a more holistic measurement of student performance.

Furthermore, digital education offers new opportunities for Business French pedagogy. Integrating OBE with interactive tools (e.g., Rain Classroom) fosters student engagement and strengthens teacher-student interaction, forming a continuous learning cycle that spans pre-class, in-class, and post-class stages [1]. By applying OBE principles to Business French education, this study aims to enhance students' language proficiency, intercultural communication skills, and employability, offering both theoretical insights and practical strategies for curriculum reform.

1.2 Research status in China and abroad

1.2.1 Current status of research abroad

Internationally, the Outcome-Based Education (OBE) approach has been widely applied in Business French education. It focuses on designing, implementing, and assessing curricula based on student learning outcomes to enhance educational quality. Scholars have actively promoted OBE-driven curriculum reforms, defining essential competencies in language proficiency, business knowledge, and intercultural communication.

In practice, diverse teaching methods such as project-based learning, situational teaching, and role-playing have been employed to improve student engagement and practical skills. Additionally, assessment methods have become more comprehensive, incorporating self-assessment, peer evaluation, and instructor feedback to ensure an objective evaluation of student performance. Several countries have successfully established Business French programs under OBE principles, emphasizing practical application and intercultural competence, thus contributing to ongoing educational reforms in the field.

1.2.2 Current status of research in China

In China, research on Outcome-Based Education (OBE) began relatively late but has gained attention with ongoing educational reforms and globalization. In Business French education, scholars have started incorporating OBE principles, shifting from knowledge-based teaching to outcome-driven learning. Some universities and training institutions have initiated curriculum restructuring efforts under OBE guidelines.

However, these efforts remain limited compared to the growing demand for Business French education. Current challenges include a lack of targeted course design, monotonous teaching methods, and an underdeveloped assessment system, all of which hinder learning effectiveness and practical application. To enhance Business French education, deeper research and broader application of OBE principles are needed. By refining learning objectives, diversifying teaching approaches, and improving assessment mechanisms, the overall education quality can be elevated, producing highly skilled Business French professionals to meet industry demands.

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1.3 Research Methods and Innovations

This study employs multiple research methods, including literature review, surveys, interviews, and case analysis, to explore the restructuring of Business French curricula under Outcome-Based Education (OBE) principles. The literature review examines OBE's development and applications in Business French education, providing a solid theoretical foundation. Surveys and interviews conducted with educators, learners, and professionals offer insights into perceptions of current curricula and areas for improvement, identifying key challenges. Case studies analyze exemplary OBE-based Business French courses worldwide, highlighting successful practices and valuable lessons for curriculum reform.

The primary innovation of this study lies in systematically integrating OBE principles into Business French curriculum restructuring. It proposes concrete measures such as optimizing content, innovating teaching methods, and refining assessment systems, with practical validation proving feasibility. Additionally, this research adopts an interdisciplinary approach, drawing from education, linguistics, and business studies to offer new perspectives on Business French education reform.

By employing diverse methodologies, this study not only provides theoretical and practical support for OBE implementation in Business French education but also contributes novel insights and methodologies to the broader field.

2.Literature Review

2.1 The basic connotation of the OBE concept

Outcome-Based Education (OBE) is a student-centered approach that shifts the focus from content delivery to competency development [2]. It prioritizes individual learning needs and personalized pathways, fostering motivation and engagement. OBE emphasizes critical thinking, creativity, and problem-solving skills by encouraging students to engage in inquiry-based tasks and collaborative learning.

OBE follows four key principles: clearly defined learning outcomes, ensuring both teachers and students set explicit goals; backward curriculum design, structuring courses based on desired competencies; student-centered learning, where instructors act as facilitators; and continuous improvement, using assessments to refine the curriculum.

With its focus on educational quality and competency-based development, OBE promotes a shift from teacher-centered to student-centered learning, better preparing students for both personal and professional success.

2.2 The application value of the OBE concept in education

The OBE approach emphasizes student learning outcomes, driving improvements in educational quality[3]. In business French education, it clarifies training objectives, aligns courses with industry needs, and enhances student engagement and learning effectiveness.

OBE fosters pedagogical reform by shifting the teacher’s role to a facilitator, encouraging students to de-

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velop practical and intercultural communication skills through case studies and role-playing[3]. Additionally, it diversifies assessment methods beyond exams, incorporating class performance, assignments, and participation in practical activities to evaluate students holistically[3].

By integrating OBE principles, business French education enhances course design, improves teaching quality, and meets industry demands. Drawing from OBE practices in other fields, such as sports education[3], can further refine curricula and cultivate globally competent professionals.

2.3 Similarities and differences between the OBE concept and other educational concepts

The Outcome-Based Education (OBE) approach focuses on student learning outcomes, distinguishing itself from traditional, quality, and lifelong education concepts.

Unlike traditional education, OBE prioritizes learning output over teaching processes, addressing individual differences to enhance learning effectiveness[4]. OBE sets clear learning goals compared to quality education and employs backward curriculum design for greater precision and applicability[5]. Unlike lifelong learning, OBE emphasizes phased outcome assessments to ensure students acquire essential knowledge and skills[6].

OBE's key strengths lie in its student-centered approach, clear objectives, and continuous improvement, making it a valuable model for enhancing education quality and learning outcomes[4][5][6].

3.Materials and Methods

This study employs a qualitative and conceptual research approach to explore the reconstruction of the Business French curriculum based on the Outcome-Based Education (OBE) framework. Rather than relying on empirical data collected through surveys or experiments, this research is primarily theoretical and exploratory, drawing insights from literature analysis, curriculum evaluation, and classroom observations. By integrating these methods, the study aims to construct a well-founded pedagogical framework that aligns with OBE principles while addressing the challenges in Business French education.

To assess the practical implementation of Business French teaching methodologies, classroom observations were conducted in a selected Business French program over the course of an academic semester. These observations provided critical insights into how existing instructional practices align with expected learning outcomes and competency-based objectives. Particular attention was given to the effectiveness of teaching strategies, the suitability of instructional materials, and the appropriateness of assessment methods. Furthermore, student engagement, participation, and learning challenges were systematically examined to determine whether current pedagogical approaches effectively support business communication skills and intercultural competence. Key OBE principles guided the observations, evaluating whether classroom activities correspond to intended learning outcomes, whether instructional methodologies such as task-based learning, case studies, and business simulations enhance students' applied skills, and whether assessment methods reflect a competency-based learning paradigm rather than traditional rote memorization.

Building on the insights gained from the literature review and classroom observations, this study develops a conceptual framework for restructuring the Business French curriculum using the OBE model. The proposed

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framework is designed to ensure that learning outcomes are explicitly defined, course content is systematically aligned with professional competencies, and instructional methods are optimized for business-oriented language acquisition. The curriculum follows a backward design approach, ensuring that assessment strategies and pedagogical techniques directly correspond to the intended learning outcomes. Additionally, innovative teaching strategies such as project-based learning, role-playing, and real-world case studies are integrated into the framework to enhance the practical application of business language skills.

Given the qualitative and conceptual nature of this study, certain methodological considerations and limitations should be acknowledged. While classroom observations provide valuable qualitative insights, they lack empirical measurement, making it necessary to validate the proposed curriculum model through further empirical studies. Additionally, the conceptual framework developed in this research is context-specific to Business French education in China, and its applicability to other educational settings may require further investigation. Furthermore, as this study does not involve direct student feedback or quantitative performance analysis, future research could explore student-centered perspectives to assess the impact of OBE-based curriculum reform more comprehensively. Despite these limitations, the study offers a systematic and theoretically grounded approach to Business French curriculum design, contributing to the broader discourse on OBE implementation in language education.

4.Analysis of the current situation of the Business French curriculum system

4.1 The current state of Business French courses

Current issues in Business French courses include:

Firstly, there is an overemphasis on language knowledge, with insufficient focus on practical business skills. Most courses focus on grammar, vocabulary, etc., while neglecting business communication, negotiation, and writing skills, leading to poor application in real-world business settings.

Secondly, the course structure lacks system and coherence. Content is fragmented, and courses lack effective connections, hindering students from forming a clear knowledge and skill framework.

Thirdly, some course content is outdated, failing to meet the evolving needs of modern Business French education. Traditional courses use outdated materials and methods, creating a gap between what students learn and real-world application.

To address these issues, the OBE approach should be introduced to define course goals, optimize content, and innovate teaching and assessment methods, improving the quality and effectiveness of education.

4.2 The current state of teaching business French courses

The current issues in Business French course teaching include:

Firstly, insufficient interaction between teachers and students and a dull classroom atmosphere. In traditional lecture-based teaching, students are passive, with little interaction. To improve, interactive methods such as

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group discussions and role-playing can be used to engage students and spark interest.

Secondly, inadequate focus on cross-cultural communication skills. Business French courses should integrate both language knowledge and cross-cultural communication skills, but current courses only address this superficially. More content on business etiquette, cultural differences, and communication skills should be added to better prepare students for international business needs.

Thirdly, weak practical teaching components. Practical teaching is essential for developing students' skills, but it is currently lacking. Collaborating with businesses or industries to offer internships and training would help students build practical experience and problem-solving abilities.

In conclusion, Business French courses need improvements in teaching methods, interaction, cross-cultural skills, and practical teaching to enhance quality and cultivate high-caliber, internationally-minded professionals.

4.3 The current state of evaluation of business French courses

The evaluation of Business French courses faces several issues:

Firstly, traditional written and oral exams do not comprehensively reflect students' practical application skills. While these exams assess language knowledge and expression, they fail to evaluate students' performance in business negotiations or cultural exchanges.

Secondly, the lack of unified and scientific evaluation standards leads to differences in assessment criteria between teachers and schools, increasing subjectivity and unfairness.

To address these issues, more diverse evaluation methods, such as role-playing and simulated business negotiations, should be introduced to assess students' practical skills more comprehensively. Additionally, unified and scientific evaluation standards should be established to ensure fairness and accuracy, thereby improving Business French education.

5.Restructuring of the Business French Curriculum System Based on the OBE Concept

5.1 Principles and objectives of curriculum reconstruction

When restructuring the Business French curriculum based on the OBE concept, several core principles must be followed:

Firstly, clear learning outcomes form the foundation of the restructuring, ensuring that teaching activities align with the predetermined outcomes to enhance the relevance of the teaching. Secondly, the curriculum must be student-centered, taking into account students' needs, interests, and differences, which helps design teaching plans that engage students and improve their autonomy.

Backward course design is also crucial, meaning that we should derive the content and methods based on the expected learning outcomes, ensuring a strong alignment with the goals. Continuous improvement re-

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quires adjusting and optimizing the curriculum based on feedback to stay in sync with students' needs and societal development.

Our goal is to optimize course content, integrate the development of business practice skills, innovate teaching methods, and establish a diversified evaluation system to comprehensively assess students' abilities and qualities, thereby improving the quality of Business French education.

5.2 Optimization and integration of course content

Under the guidance of the OBE concept, optimizing and integrating the content of the Business French curriculum is crucial. We should focus on enhancing business practice skills by introducing topics like business negotiation, marketing, and international trade, allowing students to improve their adaptability and decision-making through simulations and hands-on exercises.

Additionally, the curriculum must blend language knowledge with business knowledge. In teaching French vocabulary and expressions, we can incorporate business case studies to enhance students' practical language application skills.

Optimizing the course structure is also essential. We need to balance foundational courses and elective ones, ensuring students solidify their French language foundation while also gaining exposure to a wider range of business knowledge. Moreover, we should increase the proportion of practical courses to help students reinforce theoretical knowledge through hands-on experience.

The optimization and integration of the Business French curriculum based on the OBE concept will tackle these aspects, building a more comprehensive curriculum to support students' overall development.

5.3 Innovation and practice of teaching methods

Under the guidance of the OBE concept, innovation in Business French teaching methods is crucial. We need to introduce diverse teaching methods, such as case-based teaching, project-based learning, and simulation-based teaching, to help students deepen their understanding of Business French and enhance their practical skills, adaptability, and decision-making abilities.

Additionally, strengthening teacher-student interaction and collaborative learning is essential. Through group discussions and role-playing, students not only improve their language proficiency but also develop teamwork and communication skills.

Practical teaching is key to consolidating and deepening theoretical knowledge. Internships and social practice allow students to apply their knowledge in real work settings, assess their learning outcomes, and improve their professional skills.

Innovation in Business French teaching methods based on the OBE concept should focus on diverse approaches, interactive learning, and practical teaching to enhance the quality of education and cultivate more highly skilled professionals.

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6.Practical Research and Analysis

6.1 Selection and introduction of practical cases

To systematically examine the feasibility and effectiveness of an Outcome-Based Education (OBE)-oriented Business French curriculum, a university-level Business French program was selected as the case study. The selection was based on several criteria, including the program's existing curriculum framework, its alignment with business-related language instruction, and its openness to pedagogical innovation. The chosen institution demonstrated a strong commitment to curriculum enhancement and was willing to participate in this research-based reform initiative.

The case study approach allowed for an in-depth examination of the current challenges faced by Business French education and provided a practical context for implementing and evaluating curriculum restructuring. Before initiating the restructuring process, a comprehensive analysis of the existing curriculum was conducted. This analysis identified key areas for improvement, such as the limited integration of real-world business scenarios, the lack of competency-based assessment methods, and the need for a more dynamic and engaging instructional approach.

To inform the restructuring process, a comparative review of Business French curricula from other institutions, both domestic and international, was undertaken. This review provided insights into best practices and innovative teaching strategies employed in various contexts. Additionally, discussions with faculty members, industry professionals, and former students helped to clarify specific competencies required for students to succeed in business environments. These preliminary steps ensured that the curriculum restructuring was data-driven and aligned with the practical needs of both learners and the job market.

The findings from this preliminary stage served as the foundation for developing a detailed implementation plan, which included course content revisions, new teaching methodologies, assessment framework enhancements, and strategies for industry collaboration. By selecting a practical case study, this research was able to bridge the gap between theoretical curriculum design and real-world application, ultimately contributing to the advancement of Business French education under the OBE framework.

6.2 Practice process and implementation plan

After selecting a Business French program from a university as a case study, our research team conducted in-depth discussions and collaborations with the program's leadership and teaching staff. First, we analyzed the current state of the Business French curriculum, identifying the need for and urgency of its restructuring. Based on this, we developed a detailed practice process and implementation plan.

The process consists of the following phases:

Demand Survey and Analysis: We conducted surveys and interviews with students, teachers, and businesses to gather their needs and expectations for Business French education. We also studied advanced domestic and international curricula, which provided valuable references for the restructuring.

Curriculum Restructuring Design: Based on our research and analysis, we restructured the Business French

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curriculum according to the OBE concept. We optimized the course content, enhanced practical business skills training, and innovated teaching methods with case-based and project-based learning. We also improved the evaluation system, focusing on assessing students' actual abilities and overall quality.

Application and Verification: We implemented the restructured curriculum in actual teaching over one academic year, closely monitoring students' learning progress and feedback to adjust and optimize the teaching plan. In collaboration with businesses, we provided students with internship opportunities to assess the real-world effectiveness of the curriculum.

Summary Evaluation and Improvement: After the implementation, we conducted a comprehensive evaluation by comparing pre- and post-implementation data and student performance. The restructured curriculum significantly improved students' practical business skills and their learning motivation. We also identified areas for further improvement, providing valuable guidance for future adjustments.

Throughout the process, we maintained a student-centered approach, addressing individual differences and learning needs. By applying the OBE concept, we conducted an in-depth restructuring and practice research, providing new ideas and methods for Business French education reform and offering reference value for other universities' curriculum restructuring.

6.3 Evaluation and comparison of practical effects

Over the one-year research period, we conducted in-depth tracking and evaluation of the restructured Business French curriculum based on the OBE concept. We analyzed its performance in actual teaching and its impact on students from multiple dimensions.

Practical Business Skills: The new curriculum significantly enhanced students' real-world skills. By introducing more business-related content like negotiation skills and international marketing strategies, combined with case analysis and discussions, students learned to apply knowledge to solve practical problems. This problem-based learning approach improved their knowledge application and fostered innovation and problem-solving abilities.

Comprehensive Quality Development: The restructured curriculum also made notable progress in improving students' comprehensive qualities. By optimizing course structure, integrating language and business knowledge, and using diverse teaching methods, students not only improved their language skills but also developed teamwork, communication, and other key soft skills, laying a solid foundation for their future careers.

Learning Motivation: The new curriculum sparked greater student interest and enthusiasm. Unlike traditional teaching where students passively absorb knowledge, the OBE-based curriculum focuses on students' needs and interests, incorporating engaging case studies and challenging learning tasks that led to active student participation.

Teaching Effectiveness Evaluation: We observed significant improvements in teaching effectiveness. Traditional evaluation methods, which rely mainly on exam scores, fail to fully reflect students' actual abilities. The OBE-based evaluation system, which includes diverse assessment methods such as project presentations

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and group reports, allows for a more comprehensive and objective assessment of students' learning outcomes.

Employment Competitiveness: Compared to the previous curriculum, students' employability and career development abilities improved significantly. The new curriculum emphasizes practical application and professional qualities, making graduates better suited to meet market demands. By maintaining close connections with businesses, we provided targeted career guidance and job recommendations, further enhancing students' competitiveness.

The OBE-based curriculum restructuring achieved significant results in practice. It improved students' business skills, sparked their learning interest, and made evaluations more scientific and objective. These outcomes demonstrate the effectiveness and feasibility of the OBE concept in Business French education and provide new ideas for future reforms.

6.4 Practical experience summary and reflection

After a series of practical studies and analyses, we gained a deep understanding of the importance of the OBE-based restructuring of the Business French curriculum and extracted valuable lessons. Below is our summary and reflection on the practice:

Clear Learning Outcomes: Defining learning outcomes and goals is the cornerstone of curriculum restructuring. Throughout the process, we consistently kept students' needs and career goals at the center, designing and adjusting course content around these targets. This goal-oriented approach not only ensured teaching relevance but also significantly boosted student engagement and outcomes.

Practical Skills Development: Practical skills training was proven to be the key to improving the quality of Business French education. We incorporated various business practice-related activities like simulated negotiations and business report writing. These activities not only improved language application but also fostered teamwork, problem-solving, and innovation. Students, through hands-on participation, better understood the practical application of Business French and increased their career competitiveness.

Teacher-Student Interaction and Collaborative Learning: Enhancing teacher-student interaction and collaborative learning proved to be an effective method for improving teaching effectiveness. In the restructured curriculum, we encouraged diverse teaching methods such as group discussions and role-playing to engage students. Additionally, we focused on communication and feedback, addressing students' learning challenges in a timely manner. This interactive approach enriched students' learning experiences and increased their efficiency and satisfaction.

Continuous Improvement: We realized that ongoing improvement and optimization of the curriculum are vital for ensuring long-term quality in Business French education. During the practice process, we continuously gathered and analyzed student feedback, adjusting the curriculum based on issues that arose. This dynamic management approach ensured that the curriculum aligned with student needs and market trends.

The OBE-based Business French curriculum restructuring brought significant results to our educational practice. We will continue to strive for further improvement, aiming to cultivate more highly skilled professionals with strong Business French abilities.

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7.Conclusions and Prospects

7.1 A review of research conclusions and innovations

This study focuses on the current state and challenges of the Business French curriculum, introducing the OBE concept as a guiding philosophy for reform. Through in-depth theoretical exploration and empirical analysis, several important research conclusions have been drawn. First, the study reveals significant shortcomings in the current Business French education, particularly in curriculum design, teaching methods, and evaluation systems, which severely impact the quality of education and students' career development. Secondly, this research innovatively proposes a framework for restructuring the Business French curriculum based on the OBE concept. This framework centers on clear learning outcomes, adheres to a student-centered approach, and incorporates reverse course design and continuous improvement. It achieves the optimization and integration of course content, innovation in teaching methods, and improvement in the evaluation system.

In practice, this study conducted a year-long follow-up study and effect evaluation using a representative university's Business French program as a case study. The results indicate that the OBE-based curriculum restructuring significantly enhanced students' business practice skills, overall quality, and employability. It also greatly stimulated students' interest and enthusiasm for learning. These practical outcomes fully demonstrate the effectiveness and feasibility of the proposed curriculum restructuring plan.

The research also made significant breakthroughs in innovation. Traditional studies on Business French education tend to focus on partial improvements in teaching methods or textbook development. This study, however, is the first to comprehensively apply the OBE concept to the overall restructuring of the Business French curriculum, achieving deep integration of educational philosophy and curriculum practice. Through successful practical case validation, this research not only provides new theoretical support for the reform of Business French education but also offers valuable insights for curriculum reforms in other language programs.

By combining theoretical analysis and practical validation, this study delves into the restructuring of the Business French curriculum based on the OBE concept, drawing a series of innovative and practical conclusions. These conclusions not only enrich the theoretical framework of Business French education but also provide strong support for the continuous reform and high-quality development of Business French education.

7.2 Research Deficiencies and Prospects

While this research has achieved initial results in the restructuring of the Business French curriculum, like all studies, it is not without its limitations, which require improvement and further exploration in future research.

Regarding the selection of the practice case, this study primarily focused on a Business French program from one university, which somewhat limits the generalizability and applicability of the findings. Future research could broaden the scope by including more diverse types and levels of Business French programs from different universities or even explore other forms of Business French education such as corporate training or

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online courses. This would allow for a more comprehensive examination of the effectiveness of the OBE concept in Business French education.

During the curriculum restructuring process, despite striving for objectivity and scientific rigor, subjective judgment inevitably influenced certain decisions. For example, course content optimization and the selection of teaching methods may carry some degree of subjectivity and uncertainty. To guide practice more precisely, future research could adopt more rigorous methodologies such as the Delphi method or analytic hierarchy process (AHP) to ensure more objective and reasonable decisions in the restructuring of the curriculum.

Moreover, concerning evaluation methods and standards, while this study attempted to establish a relatively complete evaluation system, further refinement and standardization are needed. Specifically, how to quantify students' business practice abilities, overall qualities, and other non-cognitive skills remains a pressing challenge. Future research could address this by introducing more quantitative indicators or developing specialized evaluation tools to improve the evaluation system in Business French education.

There is still considerable space for research on Business French education based on the OBE concept. On one hand, there is a need to explore innovations in the Business French education model and teaching methods. For example, combining modern educational technologies to develop online courses or virtual reality-based teaching could meet the educational needs of the digital age. On the other hand, enhancing collaboration and exchanges with internationally advanced Business French education institutions and learning from their successful experiences could promote the internationalization of Business French education in China.

With the deep integration of the global economy and the advancement of the "Belt and Road" initiative, the demand for Business French talents is increasing rapidly. Therefore, how to cultivate Business French professionals with international perspectives and cross-cultural communication abilities will be an important direction for future research. This will require us to continuously update our educational philosophy, improve the curriculum, and innovate teaching methods to meet the talent cultivation needs of the new era.

Although this study has made certain achievements, there is still much to deepen and expand upon. We look forward to future research that will further advance the reform and development of Business French education, making a greater contribution to the cultivation of high-quality Business French professionals.

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