

Optimizing Instructional Design and Business English Teaching Using the BEICF Conceptual Framework in Universities in Zhejiang, China

LOU Jun^{[a],*}; HUANG Qian^[a]; WU Tingting^[a]

^[a] Zhijiang College of Zhejiang University of Technology, Shaoxing, China.

*Corresponding author.

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Abstract

This paper provides a detailed introduction to the current situation and short-comings of instructional design and business English teaching in Chinese universities in Zhejiang. It draws on a BEICF conceptual framework from the theory of MBO in management, and analyzed data from the teaching experiment of experimental group with BEICF conceptual framework and control group. This paper shows how instructional design and business English teaching with BEICF conceptual framework different from the current teaching practices and the achievement it has reached. Although with some challenges, it offers solutions to the short-comings of current business English teaching in Chinese universities in Zhejiang.

Key words: Instructional design; Business English teaching; BEICF conceptual framework

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1. INTRODUCTION

Business English research is an emerging interdisciplinary field that has emerged from the convergence of international business and English language studies. Business English research is a complex, interdisciplinary

subject due to the interconnectedness of the fields of international business and English. English language is intrinsically linked with pedagogy, linguistics, stylistics, and other disciplines, whereas international business interfaces with economics, management, cross-cultural communication, law (such as International Commercial Law) and other disciplines. Essentially, the theoretical system of business English research is internally focused on business English teaching, while its external theoretical system revolves around business English education and international business (Weng, 2015).

In China, most scholars tend to consider business English teaching research as a kind of research of ESP. ESP, or English for Specific Purposes, comprises a variety of forms and fields. This approach mainly pertains to English related to traditional disciplines and trades, as well as English courses tailored to meet specific needs or training objectives. The language curriculum for ESP is primarily determined based on the particular requirements of the learners. Broadly speaking, ESP refers to the instructional domain contrasted with general English education. It concerns professional and vocational English and chiefly examines the meaning of language while analyzing its essence. Professional English and academic English are two main categories within ESP (Lian, 2021). Although there is no unified perspective on the content of ESP, English for Academic Purposes (EAP) and English for Occupation (EOP), which center on the ultimate purpose and learning environment of learners, have gained widespread recognition among scholars. EOP theory has a final objective of nurturing students' social ability to use English in specific workplaces (Yu, 2021). In line with the ESP approach, teaching assigns a prominent role to students as the main participants, providing guidance in every aspect, and developing their linguistic and intercultural communication skills in business English (Lin, 2020). Under an EOP-based teaching model, oral English proficiency is the primary focus, meeting the

demands of future career-related oral communication requirements (Yu, 2021). As observed from the aforementioned discourse, ESP and EOP underscore the development of English language proficiency. However, for a multifaceted interdisciplinary topic such as business English, mere linguistic skill acquisition is insufficient. The National Standard outlines the development goal for business English talent as a business English major. This program aims to nurture international professionals equipped with sound fundamental English language proficiency and pertinent business expertise. Such individuals should be able to apply English proficiently in diverse foreign domains such as international business, trade, accounting, finance, e-commerce, and other related fields (Zhong, 2021).

With the spread of new innovations and trends in Business English teaching, interdisciplinary instructional design strategies are constantly evolving. At present, the mainstream instructional design strategy is to use Outcome-Based Education (OBE) concept to reform the instructional design in Business English teaching. OBE concept has had a great impact on China's higher education in recent years. However, it is worth noting that this approach is not a recent development. In fact, educators such as Spady and Vickery introduced the concept of OBE in the late 1980s within the United States. The Minnesota State Department of Education (1991) provides additional structure to the general definition by stating that an outcome-based educational system places learners at the center and prioritizes achieving results, operating on the principle that all individuals are capable of learning. In this system: (1) What is to be learned is clearly identified; (2) Learners' progress is based on demonstrated achievement; (3) Multiple instructional and assessment strategies are available to meet the needs of each learner; (4) Time and assistance are provided for each learner to meet maximum potential (Brady, 1996).

Business English teaching reform guided by the concepts of ESP and EOP only stays at the application level of English language (Lian, 2021; Lin, 2020; Yu, 2021). These theories cannot help solving the problem of integration between English and business. In Zhejiang, China, university educators are currently expected to implement OBE principles in the redesign of business English curricula. However, the application of a learner-centered approach within the specific context of business English teaching in Zhejiang, China may prove to be inefficient. In essence, a learner-centered system fails to distinguish between school education and social learning. School education is typically characterized by planned, organized, directive, and efficient educational approaches. Neither the teaching content nor the evaluation method can be entirely determined based solely on students' individual interests or needs (Wen, 2015). Business English graduates often possess limited knowledge and lack strong practical skills to meet the demands of

professional roles in modern society, which can limit their employability (Xu, 2021). The primary challenge with business English instructional design and teaching is the inadequate integration between English language proficiency and business knowledge.

With the persistent attempts of major universities, OBE concept seems to be "effectively" applied to some aspects of teaching. In essence, however, there are many problems in the current teaching reform based on OBE concept in China (Zhang, Wang, & Xu, 2018). Although the OBE concept has gained widespread support from leading universities in Zhejiang, China, and is regarded as a mandatory requirement for implementing teaching reform and instructional design in undergraduate courses - including business English - it is important to recognize that this approach has not been without controversy. Even within the United States, experts have engaged in frequent debates over the effectiveness and efficiency of the OBE concept. Similarly, some Chinese educators have also shared concerns about the suitability of this approach in the educational context of China.

James M. Towers, Chair of the Education Division at Saint Mary's College in Minnesota, voiced his objections to training teachers after implementing the OBE approach in his classroom. According to Towers (1994), the OBE concept is grounded in mastery learning techniques, which require that slower students be taught again and retested until competency levels are met within the first, second, or third try. Equally important to the OBE methodology, students who can meet the minimum competency level on their initial attempt receive enrichment instruction or projects. While this approach may seem desirable and fair in theory, after a semester of teaching an OBE structured class, Towers found that remediation took precedence over enrichment activities, particularly in terms of time allocation. Students who had already mastered the material were left with little incentive to challenge themselves beyond the minimum level they had achieved. Despite the noble intentions behind the OBE model of ensuring that "all students can succeed," Towers (1994) expresses concern that it might overlook and bore those students with the potential to become society's future intellectual and social leaders in education. To some extent, OBE permits exceptional students to go unchallenged and drift aimlessly from one undemanding task to the next. In essence, OBE prioritizes minimum competency levels rather than aiming for maximum student learning potential.

The introduction of the OBE concept into the Chinese educational system has led to some notable issues. First, incomplete assumptions about the OBE approach have resulted in uncertainty regarding the training outcomes for students. Second, the complex process of measuring specific abilities under the OBE framework has created confusion during different phases of curriculum development. Third, the long-term objective of achieving peak results under the OBE model raises concerns over uncertain curriculum and instructional design, with

outcomes serving as a reverse starting point. Additionally, there is a risk that these teaching processes will not facilitate positive self-realization among students (Zhang, Wang, & Xu, 2018). Consequently, it is apparent that the OBE approach does not align with the current status quo of business English education in China, including Zhejiang Province.

Given the multifaceted nature of interdisciplinary subjects such as business English, no single theory can comprehensively address all pedagogical deficiencies inherent in the instructional design and teaching process. As a result, it is critical to conduct ongoing research in the field of business English instructional design and teaching, with an emphasis on establishing novel perspectives and conceptual frameworks that leverage their interdisciplinary advantages.

Under such circumstances and with a view to improve the teaching outcomes, this research aims to optimize the stage of instructional design and Business English teaching from the perspective of a newly-designed conceptual framework- BEICF with the help of MBO theory in management. In addressing the gaps in theory, context, methodology, and practice discussed in the previous section, this exploratory study seeks to solve the following fundamental research questions:

- What are the major problems related to business

English instructional design by lecturers with the guidance of OBE and so on among university students in Zhejiang, China?

- What are the results after BEICF conceptual framework applied to business English teaching in universities in Zhejiang, China?

- What are the advantages and challenges of BEICF conceptual framework?

2. THIS RESEARCH

2.1 Theoretical Framework

MBO, or management by objectives, is a collaborative process in which superiors and subordinates within an organization jointly identify common objectives, express each individual's primary spheres of responsibility based on the outcomes expected of them, and use these measures as benchmarks for operation and assessment of each member's contribution to the unit (Greenwood, 1981). Often attributed to Peter Drucker, MBO has surfaced as a reputable advanced management methodology. By mutually agreeing on precise and well-defined objectives, organizational managers and subordinates manage with the jointly formulated objectives, direct the conduct of members, and bolster their enthusiasm through objective management strategies. (Qu, Meng, Zhou, & Liang, 2013).

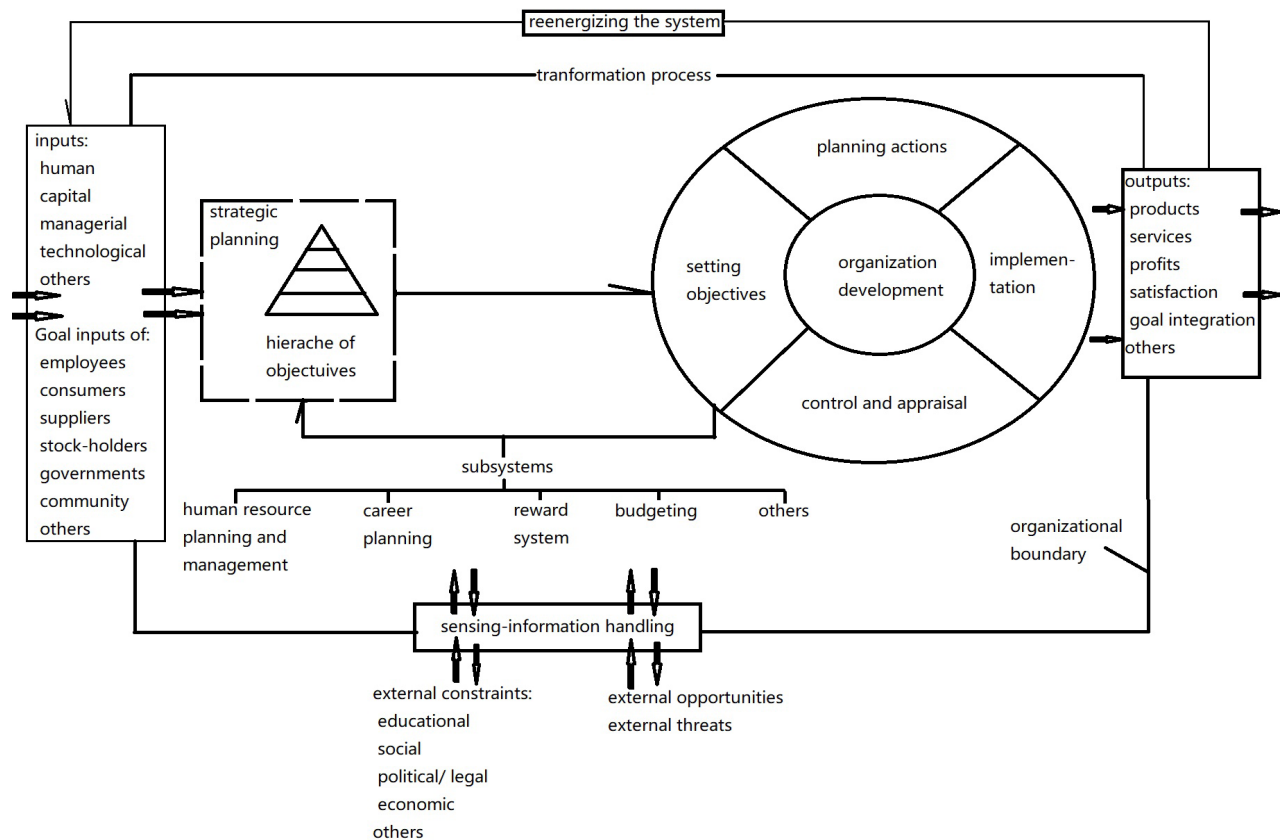


Figure 1
The process and factors in MBO (Weirich, 1985)

2.2 Conceptual Framework

Combining MBO theory with the current conceptual frameworks in language teaching and instructional design,

a newly-designed conceptual framework- BEICF of Figure 2 is used to guide this research.

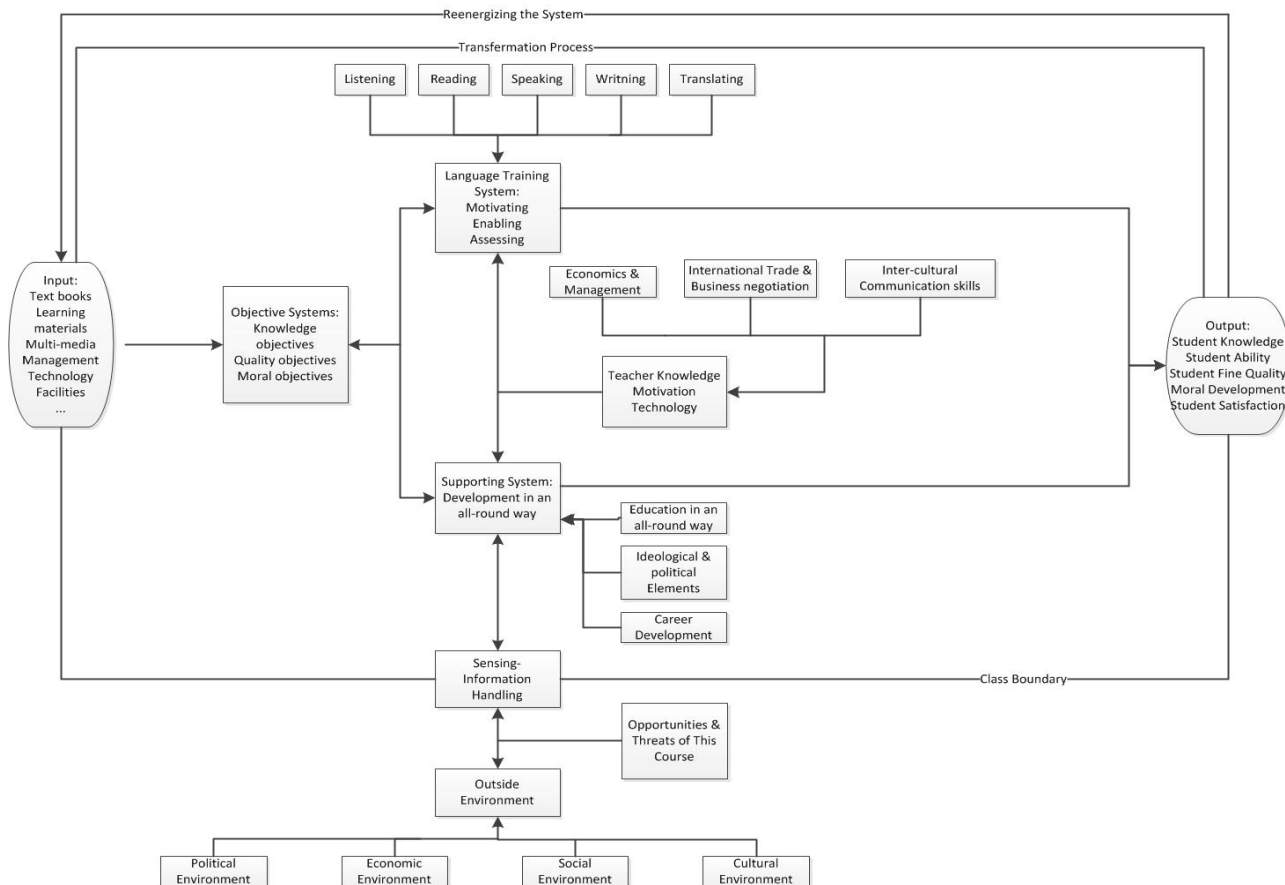


Figure 2
BEICF Conceptual Framework

Although MBO and OBE may appear similar, they stem from divergent philosophies and are essentially distinct. MBO's appeal lies in the structured hierarchy and multifaceted objectives it provides. MBO emphasizes self-regulation, introspection, and self-appraisal, whereby objectives are segregated into three levels: conventional objectives, challenging objectives and innovative objectives. There are four basic elements: clear objectives(f_1), participation in decision-making(f_2), clear time limit(f_3) and performance feedback(f_4). That is: $F=f(f_1, f_2, f_3, f_4)$ (Ma, 2005). Figure 1 illustrates the process and factors in MBO in businesses.

The MBO theory indeed has limitations in the domain of business administration. One such weakness is the failure to instill an understanding of the philosophy of MBO in certain programs. Managers must communicate to subordinates the fundamentals of MBO, including its functionality, rationale, value in evaluating performance, and most importantly, how participants stand to benefit. The philosophy revolves around self-regulation and self-direction. Another issue arises when goal-setters lack proper guidelines. Managers must be acquainted with

corporate objectives and understand how their activities align with them. Moreover, managers need to comprehend planning premises and major company policies. Establishing verifiable goals with appropriate degrees of flexibility poses a challenge as well. Participants often report that excessive emphasis on economic outcomes can put pressure on individuals that may promote unethical behavior. To mitigate this possibility, top management must agree on reasonable objectives, establish clear behavioral expectations, and prioritize ethical conduct by rewarding it and penalizing indiscretions. Additionally, prioritizing short-term goals at the expense of long-term organizational health presents another significant obstacle. The danger of inflexibility may lead managers to resist adjusting objectives even when environmental shifts require changes (Weirich & Koontz, 2004). However, unlike in business administration, MBO theory has been extensively applied in nursing education and has yielded favorable results compared to conventional methods. MBO's concepts are more explicit than other contemporary perspectives like OBE since it encompasses factors both inside and outside the organization.

Furthermore, MBO's process extends beyond purely objective-guided approaches, making it a suitable theoretical basis for this research aimed at developing a novel conceptual framework.

2.3 Research Design

From a general perspective, addressing the research objectives and responding to the research questions require a rigid and robust design, which could be delivered by a sequential, exploratory mixed-methods research design. Creswell and Poth (2018) explained qualitative inquiry research design processes. Thus, this study will start with qualitative procedure to explore salient points of enquiry, from which the quantitative instrument will be designed to meet the aims of this research and to plausibly arrive at conclusive results. Furthermore, this mixed-methods research utilizes the concept framework of BEICF.

Participants

A total of 95 sophomore English major students from three universities within Zhejiang Province were randomly selected through the registration link on WeChat platform. After completing the questionnaire survey, 52 participants were further randomly chosen from the pool of valid questionnaires. Due to a higher proportion of female students in the English major, out of the 52 selected participants, only 14 were male, while the rest were female, maintaining a proportion similar to the overall male-female ratio in the English major. Pre-test results indicated that all 52 participants surpassed the Chinese College English Test Band 4 level (equivalent to CEFR B2), and they displayed minimal to no background in business knowledge or relevant work experience in the business field. They were divided into the control group and the experimental group, with each group comprising 26 participants. The process was done according to their pre-test scores to ensure that there were no significant differences in the initial English proficiency and overall depth of business knowledge as well as other qualities between the two groups of participants at the outset of the experiment.

Material

A questionnaire was designed to address the research question 1. The questionnaire consisted of 32 questions comprised both subjective and objective items. It evaluated the satisfaction level of the course as well as the teachers. It also depicted the current pattern of business English courses and the ideal pattern in students' thoughts. Apart from those, the questionnaire collected different views and suggestions from students. For the pre-test and the post-test, two sets of standard Cambridge Business English Certificate test paper with different contents were used to test participants' English proficiency, business knowledge depth and other comprehensive qualities. For teaching material, the Business English Comprehensive Coursebook published by Shanghai Foreign Language

Education Press was selected as the textbook. Apart from language skills training, the content of this textbook also encompasses subjects and topics such as economics, management, human resource management, marketing, cross-cultural business communication, business etiquette, and entrepreneurial ethics. The teacher of the experimental group, according to his own preference, selected additional textbooks or reference materials related to business courses as his instructional references. These materials included works such as "*Principles of Economics*" by Mankiw, "*Principles of Management*" by Koontz, and "*Business Etiquette Course*" by Jin Zhengkun. On the other hand, the reference materials used by the control group teacher were the Teacher's Guide provided along with the Business English Comprehensive Coursebook.

Procedure

Firstly, to address the research question 1, 95 participants completed the questionnaire. Among 93 valid results received, 52 students with no background in business knowledge were chosen to participate in the experiment. Subsequently, these 52 students answered a standardized Cambridge Business English Certificate test as a pre-test, and their scores were arranged in descending order. Based on this, the students were divided into two groups, which was to ensure that English proficiency levels as well as business knowledge levels and other qualities were consistent after classify into two groups, namely, experimental group and control group. Then two groups needed to learn business English course for two terms under two different teaching methodology, namely, a traditional pattern with the guidance of OBE and a new instructional design with the guidance of BEICF conceptual framework. Finally, a post-test using another standardized Cambridge Business English Certificate test was given to the participants to test their improvement. To arrive at a conclusion and to address the research question 2, data analysis was conducted. For quantitative analysis, statistical computing software SPSS24 was used to conduct a 2×2 between-within subjects analysis of variance (ANOVA) and independent sample t-tests to evaluate the English proficiency scores. For qualitative analysis, NVIVO 11 was used to conduct word frequency analysis and determine the depth of business knowledge as well as other qualities in students' answers. For the evaluation of English language skills, the listening and reading sections were scored based on correct answers, while the speaking and writing sections were assessed by 5 judges with the highest and lowest scores eliminated, and the average of the remaining 3 judges' scores was considered as the final score. For the evaluation of business knowledge and other comprehensive competencies, NVIVO software was utilized to perform keyword frequency analysis on transcriptions of the participants' speaking and writing sections. The results

were then translated into Chinese and submitted to teachers of business-related courses for a comprehensive evaluation of knowledge depth as well as other qualities. Finally, to address research question 3, an interview was conducted with the participants and teachers from the experimental group.

3. RESULTS

3.1 Questionnaire

For the results of the questionnaire, the findings are summarized as follows.

For the overall assessment of the course and teachers, as can be seen from the figures below, the results indicates that a majority of the students involved were not satisfied either with the contents of the course or with the teacher.

Table 1
Result of Satisfaction of the Course
Q1. What do you think of the effectiveness of Business English course?

Option	Sub-total	Percentage
A. Very good	12	12.9%
B. Quite good	17	18.28%
C. Average	33	35.48%
D. Not good	31	33.33%
Total	93	

Table 1 indicates that 35.48% of the students surveyed perceived the current effectiveness of Business English course as average, while 33.33% of the students surveyed express dissatisfaction with the current effectiveness of Business English.

Table 2
Result of Satisfaction of the Teacher
Q17. What do you think of the the current Business English teachers?

Option	Sub-total	Percentage
A. Very stisfied	9	9.68%
B. Quite stisfied	19	20.43%
C. Average	43	46.24%
D. Not stisfied	22	23.66%
Total	93	

Table 2 indicates that 46.24% of the students perceived the current level of Business English teachers as average, while 23.66% of the student's expressed dissatisfaction with the current Business English teachers. Therefore, the satisfaction level regarding the teachers was also relatively low.

Question 7 of the survey concerns the importance of business knowledge and English language skills. Question 11 of the survey concerns the satisfaction level for current instructional content of business knowledge, intercultural communication and humanistic quality. As

depicted in Table 3, the majority of students believed that the development of both business knowledge and English language skills are equally important in Business English instruction. 82 out of 93 students attach importance to business knowledge. However, the current instructional content, as illustrated in Table 4, adopted an approach that prioritizes English proficiency over business knowledge, which the students perceived as inappropriate.

Table 3
Results of Question 7
Q7. What do you think of the importance of business knowledge and English learning in Business English course as an English major?

Option	Sub-total	Percentage
A. Learning business knowledge is more important.	16	17.2%
B. Learning English skills is more important.	10	10.75%
C. Both of the two are important.	66	70.97%
D. Neither of the two is important.	1	1.08%
Total	93	

Table 4
Results of Question 11
Q11. Are you satisfied with the proportion of contents concerning business knowledge, business skills, intercultural communication and humanistic quality in Business English course?

Option	Sub-total	Percentage
A. Very stisfied	8	8.6%
B. Generally stisfied	18	19.35%
C. Not so satisfied	24	25.81%
D. Not stisfied at all	43	46.24%
Total	93	

Table 5 depicted the primary reasons for the low satisfaction level among teachers.

Table 5
Reasons for Dissatisfaction with Teachers
Q18. Choose your reasons for dissatisfaction with teachers (multiple choices).

Option	Sub-total	Percentage
A. Old-fashioned and monotonous teaching pattern	65	69.89%
B. Insufficient business teacher knowledge reserve	34	35.56%
C. No business experience	42	45.16%
D. No integration of business knowledge and English skills or imbalance between them	68	73.12%
Total	93	

3.2 Language Proficiency

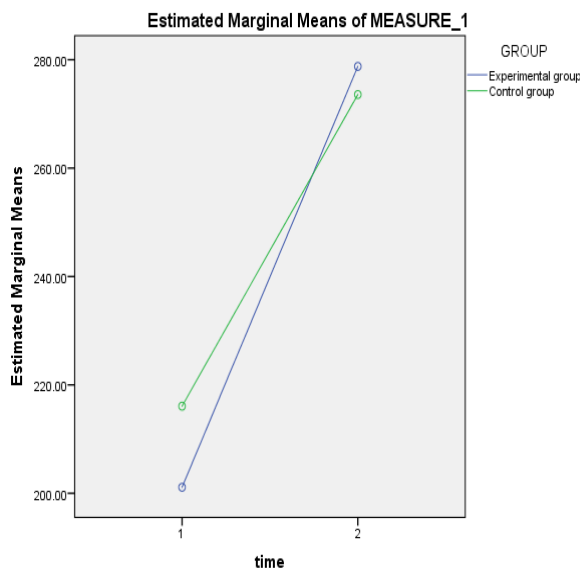
As for the English proficiency, a 2×2 between-within subjects' analysis of variance (ANOVA) was conducted on the pre-test and post-test scores of the experimental group (with the guidance of the BEICF concept framework)

and the control group (using the OBE model without BEICF concept framework). Teaching mode served as the between-subjects factor, and time (pre, post) as the within-subjects factor. The results indicates that there was no significant main effect of the teaching mode, but a significant main effect of time was observed, with a Greenhouse-Geisser adjusted $F(1, 50) = 147.30, p < 0.05$, partial $\eta^2 = 0.75$. Additionally, there was no significant interaction effect between teaching mode and time. Table 6 presents the mean scores and standard deviations of the pre-test and post-test for both the control and experimental groups. Table 7 shows the improvement in scores over time. Time 1 is the mean scores of pre-tests and time 2 is the mean scores of post-tests.

Table 6
The mean scores and standard deviations of the pre-test and post-test for both the control and experimental groups

	Group	M	SD	N
PRE	Experimental Group	201.1154	60.45317	26
	Control Group	216.0769	42.33100	26
	Total	208.5962	52.21984	52
POST	Experimental Group	278.7692	48.72725	26
	Control Group	273.5769	37.77954	26
	Total	276.1731	43.24836	52

Table 7
Improvement in the mean scores over time



After completing the aforementioned analyses, independent sample t-tests were conducted for each group's scores, and the results were presented below. The results indicate that there was no significant difference in the initial English proficiency between the two groups.

Table 8 shows that the experimental group were not significantly different from the control group on English proficiency levels ($t(44.76) = -1.034, p < 0.05$).

Table 8
Differences in pre-test scores of Business English among different groups

Pre-test scores	Experimental Group (n = 15)		Control Group (n = 15)		MD	t(44.76)
	M	SD	M	SD		
	201.12	60.45	216.08	42.33	-14.96	-1.034*

* $p < 0.05$

Following the teaching experiment for two terms, the post-test results indicates that English proficiency levels were also not significantly varied among students in the two groups. Table 9 shows that the experimental group were not significantly different from the control group on English proficiency levels ($t(50) = 0.429, p < 0.05$).

Table 9
Differences in post-test scores of Business English among different groups

Post-test scores	Experimental Group (n = 15)		Control Group (n = 15)		MD	t(50)
	M	SD	M	SD		
	278.77	48.73	273.58	37.78	5.19	0.429*

* $p < 0.05$

3.3 Business Knowledge Depth and Other Qualities

As for business knowledge depth and other qualities, the results are as follows.

The experimental group were not significantly different from the control group on business knowledge levels and other qualities according to the results of oral section and written section of the pre-test.

Figure 3 is a typical example of the results of a frequently-chosen topic in part 2 of the oral section of the pre-test. The topic is demonstrated in Figure 4. All key words mentioned in the topic were included in the stopword list during the analysis using NVIVO to make sure the results represent the students' own ideas. The most commonly used words in their expression had no direct relation with any business theories.



Figure 3
Results of the topic in part 2 of oral examination of the pre-test (both groups)

PART TWO

'Mini presentation' – about 6 minutes

In this part of the test you are asked to give a short talk on a business topic. You have to choose one of the topics from the three below and then talk for about one minute. You have one minute to prepare your ideas.

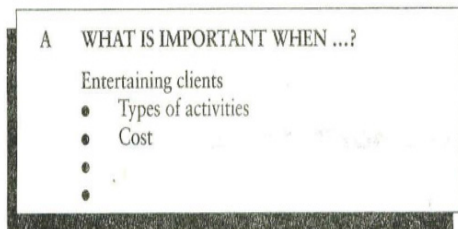


Figure 4 The topic in part 2 of oral examination of the pre-test

However, the experimental group were significantly different from the control group on business knowledge levels and other qualities in the post-test. Unlike candidates of control group analyzing business topics from non-business perspectives, the candidates of experimental group demonstrated business-related thinking and business knowledge depth.

Figure 5 and Figure 6 are typical examples of the results of a frequently-chosen topic in part 2 of the oral section of the post-test. The topic is demonstrated in Figure 7. Just like the pre-test, all key words mentioned in the topic were also included in the stop-word list during the analysis using NVIVO to make sure the results represent the students' own ideas.



Figure 5 Results of part 2 of oral examination of the post-test of control group



Figure 6 Results of part 2 of oral examination of the post-test of experimental group

PART TWO

'Mini presentation' – about 6 minutes

In this part of the test you are asked to give a short talk on a business topic. You have to choose one of the topics from the three below and then talk for about one minute. You have one minute to prepare your ideas.

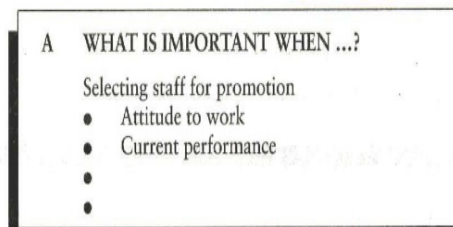


Figure 7 The topic in part 2 of oral examination of the post-test

4. DISCUSSION

The above data illustrates that Business English teaching with BEICF conceptual framework achieved favorable results.

Based on the aforementioned survey results, the answers to research question 1 are as follows. Before the experiment, the level of satisfaction of the course fell within the lower range. The situation was also not optimistic with the level of satisfaction of the teacher. The main reason for the low satisfaction level with the course was primarily attributed to a misalignment between the students' objectives in learning Business English and the actual instructional design of the current Business English curriculum. Consequently, the current teaching content failed to effectively meet the practical needs of the students. The main reason for the low satisfaction

level with the teachers can be attributed to the current instructional design, which results in monotonous teaching methods that fail to enhance students' learning motivation. This conclusion is in high accordance with the arguments presented by James M. Towers (1994) against OBE instruction, as well as the research findings of domestic scholars. Furthermore, most Business English teachers lack both relevant business theoretical knowledge and practical business experience, as they predominantly come from an English major background. Consequently, the integration of theory and practice becomes challenging. This exacerbates the disproportionate emphasis on English language skills compared to business knowledge within the Business English curriculum. This conclusion echoes the limitations mentioned in previous studies of Zhong (2021) regarding ESP and EOP.

Although the current Business English instruction is guided by the OBE philosophy, it still faces the following issues: average teaching effectiveness, moderate teacher satisfaction, an imbalance between the emphasis on English language skills and business knowledge development, and a lack of relevant business theoretical knowledge and practical experience among teachers, resulting in instructional designs that fail to meet the actual needs of the students.

Based on the aforementioned data analysis, the answers to research question 2 are as follows. The results of the pre-test indicates that English proficiency levels as well as business knowledge levels and other qualities were not significantly varied among students in the two groups. In the pre-test, candidates of both groups used daily-used expressions and analyze business issues from the perspective of a non-business person. Meanwhile, no theory of business-related subjects like economics or management appeared in their oral and written answers. After a certain period of teaching practice using the two different instructional approaches, both groups showed significant improvements in their English proficiency. Although the experimental group demonstrated slightly greater improvement compared to the control group, the difference was not significant. Therefore, it can be concluded that the Business English instructional design guided by the BEICF concept framework is equally effective in enhancing students' English proficiency as the instructional mode guided by the OBE. It is also found that in the post-test, the most commonly used words and expressions by candidates in each group varied dramatically. Unlike the answers from control group having only limited relation with some business theories, the answers from experimental group had much closer relation with business theories. Some students even utilized theories in economics, management as well as business communication to give their opinions in the post-test. In Figure 3, lots of key words, like "organization", "leadership", "communicate", "incompetence",

"motivate", are from the contents of management; "comprehensive ability", "competitiveness" are from the contents of career development; "evaluate", "motivate", "organization culture" are from the contents of human resource management. It is most worth noticing that the famous Peter Principle in human resource management had been utilized by some students of the experimental group to solve staff promotion issues of human resource management.

Based on the aforementioned discussion and the results of the interview of the teachers and students from the experimental group, the answers to research question 3 are as follows. While maintaining progress on English skills just like OBE teaching patterns, students' business knowledge depth and comprehensive quality are improved. Instructional design guided by BEICF conceptual framework is proved effective and efficient. However, the interview following the post-test indicates that it still faces challenges. The challenges originating from the students' side are evident. The richness of the contents of the course leads to a substantial increase in knowledge depth, which may cause students to quickly feel fatigued or even disinterested if they lack significant motivation for learning. Therefore, in the stage of instructional design, student motivation assumes paramount importance. Moreover, additional challenges arise from the teachers' side. Firstly, it pertains to the teachers' own knowledge base; finding teachers who possess both extensive business knowledge and the capability to meet the English language demands of the course presents the primary challenge in implementing the BEICF conceptual framework. Secondly, in the classroom setting, teachers need to strike a balance and integration between two major components: the explanation of business knowledge and the practice of language skills, while utilizing a supporting system to achieve educational objectives. This presents a considerable challenge to teachers' instructional competence and course design capabilities. Additionally, how teachers combine the explanations of business knowledge and the practice of language skills in the classroom with the supporting system to achieve practical knowledge application rather than mere theoretical discourse poses another major challenge in their instructional design.

5. CONCLUSION

In conclusion, the major problems related to business English instructional design and teaching by teachers with the guidance of OBE and so on among university students in Zhejiang, China are the imbalance between English language proficiency and business knowledge as well as other qualities, and a lack of suitable teaching concept for business English courses. Following the application of the BEICF conceptual framework to business English

teaching, there has been noticeable progress in academic outcomes both on English proficiency and on business knowledge depth. The BEICF framework benefits from maintaining a balance between English proficiency and business knowledge, and its language training system focuses on developing English ability while its supporting system is responsible for enhancing students' comprehensive abilities, contributing to an improved understanding of business knowledge. However, despite these advantages, this BEICF conceptual framework is not without limitations, particularly considering the substantial pressure it imposes on both students and teachers, especially those teachers in English departments who might possess limited business knowledge themselves. This emerges as a primary challenge of the BEICF conceptual framework. Moreover, the BEICF conceptual framework places considerable pressure on the instructional design capabilities of teachers. These challenges warrant further exploration in subsequent research.

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