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Innovative Research on the Cultivation of Compound Employment-Oriented Business English Talent under the Outcome-Based Education Framework

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Abstract**—***In response to China's strategic demand for cultivating interdisciplinary and application-oriented talents, the "New Liberal Arts" initiative is accelerating the transformation of traditional disciplines. However, a misalignment persists between university training and industry competency requirements, as conventional curricula often fail to meet the labor market's demand for interdisciplinary professionals. Taking Business English—an emblematic interdisciplinary major—as the research subject, this study adopts the Outcome-Based Education (OBE) framework and focuses on competence setting under an employment-oriented perspective. It employs a dual-path approach through questionnaire surveys and Analytic Hierarchy Process (AHP) method to identify students' capability gaps and enterprises' priority requirements for professional competencies. The findings reveal that while Business English majors value practice and internship opportunities, they tend to neglect soft skills such as risk management, resulting in a significant mismatch with industry expectations. This research aims to optimize the competence structure for Business English majors, providing empirical evidence for curriculum reform and university–industry collaborative training, thereby contributing to the improvement of educational quality and innovative talent cultivation models.*

Keywords**— Indigenous languages, multimedia instruction, intercultural education, teacher qualifications, working conditions**

I. INTRODUCTION

Globalization and digitalization have driven the increasing specialization and integration of job competencies. However, the phenomenon of "competency mismatch," particularly the "education-employment mismatch," has become a prominent challenge, hindering the effective alignment of higher education talent cultivation with labor market demands (Shtaltovna et al., 2021; Daka et al., 2023). As the talent supply side, universities must proactively respond to market needs by focusing on enhancing graduates' employability and job fit. Outcome-Based Education (OBE) offers a systematic approach for higher education institutions to address this issue. The OBE framework centers on "outcome setting—backward design—continuous improvement," emphasizing the need for dynamic adjustment of competency outcomes (Spady, 1994). In this study, "outcome setting" refers to the systematic definition of graduate competencies with an emphasis on scientifically responding to industry orientation.

Business English, as a typical interdisciplinary major, integrates language skills with business literacy requirements. Although OBE frameworks have been preliminarily introduced in the curriculum design and reform of Business English programs, the foundational stage of competency setting remains underexplored, and a clear competency indicator system to support precise talent cultivation objectives has yet to be established. Currently, how to construct a scientific and reasonable competency setting model that combines industry job requirements with

student development needs is a critical issue requiring further investigation in Business English education. Guided by OBE, this study integrates industry orientation and student perspectives to explore the logic of competency structure formulation for interdisciplinary talents, aiming to provide theoretical support and empirical references for optimizing talent cultivation models and advancing educational practice reform.

II. LITERATURE REVIEW

The deepening trends of globalization and digital transformation have heightened the demand for high-level international business professionals. However, the persistent difficulty in employment among Business English graduates reflects, to a considerable extent, a capability gap between graduates and job requirements. Existing studies suggest that this misalignment is associated with outdated curriculum structures, an overemphasis on theoretical instruction at the expense of practical training, and students' passive learning engagement (Avsheniuk & Seminikhyna, 2020; Xie, 2022). Under the broader strategy of "New Humanities," interdisciplinary integration and competency-based orientations have become critical directions for reform in humanities disciplines, prompting systematic innovations in the capability structure and training pathways of Business English programmes.

With regard to competency structures, the profile of interdisciplinary Business English professionals has gradually become clearer. The National Standard for Undergraduate Teaching Quality of Business English Majors in China defines business English competence as encompassing solid English proficiency and professional knowledge, while highlighting the core capabilities of business language application, business knowledge and practice, and cross-cultural business communication (Guo, 2021). Through expert interviews, Tong and Gao (2022) established a competency framework encompassing linguistic proficiency, intercultural awareness, trade-related skills, digital literacy, and a set of socio-interactional, cognitive, and career management capabilities. Jiang and Qu (2024) further proposed a "four-dimensional integrated model," categorizing competencies into business–language ability, intercultural competence, thinking and learning skills, and business workplace awareness. These frameworks demonstrate increasing alignment between the conceptualization of Business English competencies and real-world work scenarios, thereby enabling a more accurate response to contemporary business needs.

Talent development pathways have also become more established, with key strategies such as interdisciplinary integration, dual-qualified faculty development, and university–industry collaboration receiving wide emphasis. However, despite the breadth of existing studies, research specifically targeting competency structures oriented toward labor-market demands remains limited. Detailed analyses of questions such as "What competencies should interdisciplinary Business English graduates possess in specific occupational settings?" and "Which competencies should be prioritized in talent cultivation?" are still insufficient.

Against this backdrop, the introduction of Outcome-Based Education (OBE) offers theoretical breakthroughs to address the challenge of "outcome formulation." Its core lies in articulating explicit learning outcomes to drive the backward design of teaching objectives, curriculum structures, and assessment mechanisms (Spady, 1994). According to the NBKR Institute of Science & Technology (2022), the promotion of OBE in regions such as the European Union and Malaysia aims primarily to enhance graduates' employability and adaptability—an objective that corresponds directly to resolving the misalignment between competencies and employment needs observed among Business English undergraduates in China.

The foundational principles of OBE—including outcome orientation, competency-based progression, continuous improvement, and student-centeredness—are broadly applicable and have been widely adopted across applied disciplines such as business and management. For instance, Wang et al. (2024), in their analysis of OBE-based practices in International Trade courses, argued that clearly defined learning outcomes help optimize curricular structure and reinforce the alignment between course objectives and students' competencies. Liu and Li (2022) integrated OBE with the PAD model, demonstrating its effectiveness in enhancing interactivity and outcome orientation in economics and management courses. Yang (2024) combined OBE with PDCA and compared Business English students' performance before and after its implementation across listening, speaking, reading, writing, and translation abilities. Although the potential of OBE in humanities instruction is increasingly recognized, practice has also exposed several challenges. Rhodes (2010) contends that rapid knowledge evolution has rendered the meaning of learning outcomes increasingly complex, making generic or vague outcome descriptions inadequate for bridging higher education with labor-market expectations. Echoing this perspective, Lyu et al. (2023) emphasized that, despite OBE's student-centered logic and emphasis on competency standards and continuous feedback, the key challenge for humanities disciplines remains how to align learning outcomes precisely with job-specific requirements.

In summary, although OBE has gained considerable traction in applied humanities programmes, existing studies remain largely focused on teaching optimization and assessment innovations. The foundational stage of "outcome formulation," which anchors the entire educational system, is often handled in overly general terms and lacks competency frameworks informed by concrete job requirements and systematic industry feedback. Moreover, most outcome formulations continue to privilege the perspectives of faculty and employers, while the perceptions and developmental experiences of students—the primary agents of competency formation—remain insufficiently represented.

Therefore, this study focuses on the outcome formulation stage within the OBE framework, integrating feedback from industry practitioners and incorporating students' perceptions of their competency development. By examining the discrepancies between students' self-perceived abilities and industry expectations, the study seeks to construct a competency indicator system for interdisciplinary Business English talents that aligns with real-world labor-market conditions while accounting for student developmental experiences. This effort aims to provide theoretical support and practical pathways for advancing OBE implementation in applied humanities programmes.

Accordingly, the present study addresses the following research questions:

(1) What specific competencies do enterprises expect from interdisciplinary Business English professionals?
(2) How do enterprises prioritize these competencies during recruitment?
(3) What major challenges and competency gaps do current Business English students encounter in enhancing their employability?

III. RESEARCH DESIGN

This study targets two key groups—students and industry practitioners—and is structured around two guiding mechanisms: problem orientation and social demand orientation. A mixed-methods approach is employed, with quantitative methods playing a primary role and qualitative methods serving as a supplement. Quantitatively, structured questionnaires are used to examine students' perceptions of competencies and their curriculum expectations, while the Analytic Hierarchy Process (AHP) is applied to elicit enterprises' prioritization of competency indicators. Qualitatively, content analysis is incorporated to refine and further substantiate the competency framework for interdisciplinary Business English talents.

A. Construction of the Competency Framework for Interdisciplinary Business English Talents

The competency framework for interdisciplinary Business English talents forms the foundation of this study and serves as the core basis for designing subsequent questionnaires for both the student and enterprise samples. Drawing upon an extensive review of prior literature, relevant policy documents, and existing scholarly findings, consensus has been established regarding several core competencies—namely linguistic foundation, domain-specific knowledge, and business practice skills—which provides direction for the construction of the framework.

To further align the framework with employment-oriented needs, this study additionally collected 184 authentic recruitment postings from a diverse range of employers, including 50 state-owned enterprises, 94 private companies, 20 international organizations, and 20 nongovernmental organizations. All recruitment samples were categorized according to three dimensions: organizational type, job requirements, and job responsibilities. Using the data-mining tool "JiSouKe," the research team extracted keywords and conducted frequency analysis, generating word clouds for both job responsibilities and qualification requirements. High-frequency verbs and core competency-related keywords were then identified, forming the basis for determining the primary- and secondary-level competencies required for Business English professionals.

B. Problem Orientation — Student-Side Investigation

Data on the student side were collected through a structured questionnaire encompassing five dimensions: basic information, professional cognition, course evaluation, perceptions of professional competencies, and training needs. The questionnaire was designed to systematically capture students' understanding, evaluation, and expectations regarding their academic learning and self-development, thereby identifying the practical challenges and competency gaps they encounter. The basic information section records students' status, intended employment destinations, and preferred industries, providing contextual variables for subsequent analysis. The professional cognition section focuses on students' awareness of the core competencies required in the Business English major.

The course evaluation section adopts a five-point Likert scale to gather students' assessments of both the importance and their satisfaction regarding the current curriculum. The course items draw from the undergraduate Business English training scheme while also incorporating emerging intelligent-technology-related courses introduced under the

New Humanities framework, thereby enhancing the questionnaire's forward-looking nature. In the competency cognition section, the logic-branching function of the Wenjuanxing platform is utilized to display competency options tailored to the industry preferences selected by students in the basic information section, thus increasing the specificity and relevance of the survey. The training needs section employs open-ended questions to solicit students' suggestions for the programme, providing direct insights for curriculum refinement.

Three analytic approaches were adopted to comprehensively portray the characteristics of the sample and to reveal curriculum–competency alignment as well as student needs. Descriptive statistics were applied to the basic information, professional cognition, and competency cognition sections. The course evaluation module employed the IPA (Importance–Performance Analysis) model to compare the perceived importance and satisfaction levels of curriculum components. Using SPSS 27.0, an IPA quadrant matrix was constructed to identify "Concentrate Here," "Keep Up the Good Work," "Low Priority," and "Possible Overkill" areas. Originally developed in the marketing field, the IPA model has since been widely adapted in educational research (Sever, 2015). Finally, students' training needs were summarized through word-frequency analysis using the Wenjuanxing platform.

C. Demand Orientation — Industry-Side Investigation

To determine the prioritization of competencies for interdisciplinary Business English talents from the perspective of enterprises, this study adopts the Analytic Hierarchy Process (AHP) to construct a competency indicator system. Originally proposed by Saaty (2008), AHP is well suited for addressing complex decision-making problems involving multiple evaluative criteria, as it enables subjective judgments to be quantified into numerical weights. For the multi-dimensional and inherently difficult-to-quantify competencies required in Business English, AHP provides an effective means of clarifying the relative importance of each competency component, thereby offering evidence-based guidance for curriculum reform in higher education.

Following the standard AHP procedure, this study establishes a three-tier hierarchical structure—comprising the goal, criteria, and alternatives—based on the previously constructed competency framework for interdisciplinary Business English talents. This structure forms the foundation for constructing pairwise comparison matrices, calculating weights, and conducting consistency checks. While AHP does not require a large sample size (Doloi, 2008), increasing the number of participants may introduce greater discrepancies in judgments and reduce matrix consistency due to cognitive variation among experts (Baig et.al., 2022). Considering this, a purposive sampling strategy was employed to invite five industry experts with substantial professional experience to participate in the rating and decision-making process.

IV. FINDINGS

This section analyzes data collected from both the student and industry samples to address the questions raised in the literature review concerning enterprise competency demands, competency prioritization, and the challenges faced by students. A comparative analysis is conducted to highlight similarities and divergences between the two groups.

A. Competency Framework for Interdisciplinary Business English Talents

Building on a systematic review of relevant domestic and international literature, this study further collected and analyzed 184 recruitment postings. Through keyword extraction and semantic categorization of job responsibilities and qualification requirements (see Figure 1), the study identifies the practical competency demands of the labor market for Business English positions.

Fig.1. Frequency Maps of Job Responsibilities (left) and Qualification Requirements (right)

The two frequency maps jointly demonstrate that, within the current employment landscape, soft skills are equally as important as domain-specific competencies. As shown in the left figure, soft-skill verbs such as assist, communicate, and collaborate appear with notable frequency, alongside professional functions including management, sales, data collection, business development, and procurement—indicating the central role of soft skills in real workplace settings. The right figure further illustrates that, in addition to professional requirements such as English proficiency and knowledge of international trade, employers place considerable emphasis on communication abilities, relevant experience, and team cooperation.

By triangulating the extracted frequency results with existing competency frameworks, and by closely examining the qualification requirements and job descriptions embedded in the recruitment texts, this study develops an industry-aligned competency framework for interdisciplinary Business English talents. The framework comprises six primary dimensions and is further refined into sixteen indicators (see Table 1).

Table 1. Competency framework for interdisciplinary business english talents

Primary Dimension	Secondary Indicators
English Proficiency	Able to demonstrate solid integrated English skills in listening, speaking, reading, and writing.
	Able to understand and apply Business English terminology.
	Able to obtain certification through recognized language examinations (e.g., IELTS, BEC).
Business Operations Competence	Able to perform tasks related to international trade operations.
	Able to negotiate and communicate effectively in intercultural business contexts.
	Able to collaborate efficiently within diverse and cross-functional teams.
Project Execution Ability	Able to coordinate resources and facilitate the achievement of project objectives.
	Able to plan project timelines and milestones and manage execution processes.
	Able to address unexpected issues and communicate across teams during project implementation.
Market Analysis Ability	Able to analyze market data and identify trends and customer needs.
	Able to identify potential clients and establish business relationships.
	Able to conduct digital marketing effectively.
Industry Application Ability	Able to demonstrate foundational knowledge of the industry and keep abreast of ongoing developments.
	Able to use industry-specific software, systems, and tools proficiently.
Risk and Compliance	Able to identify key contract elements and understand legal and compliance requirements in

Ability	business settings. Able to detect potential risks and propose appropriate response strategies.

B. Problem Orientation

A total of 167 questionnaires were distributed, and 161 valid responses were collected, yielding an effective response rate of 96.4%. All respondents were current students or graduates of the Business English major. Their basic demographic information is presented in Table 2.

Table 2. Basic Information of Business English students

Student Statistics	**Categories**	**Numbers**	Percentage
Grade	Freshman	11	6.83%
	Sophomore	72	44.72%
	Junior	48	29.81%
	Senior	20	12.42%
	Professional	10	6.21%
Graduation Plan	Pursue a graduate degree	76	50.33%
	Obtain engagement	61	40.4%
	Study abroad	11	7.28%
	Uncertain	3	1.99%
The career desired to engage in	Civil servant	52	34.44%
	Foreign trade	97	64.24%
	Cross-border e-commerce	65	43.05%
	Overseas assignments in domestic enterprises	60	39.74%
	Education institutions	62	41.06%
	Finance / consulting industry	28	18.54%
	Uncertain	7	4.64%

In terms of grade distribution, sophomores and juniors constitute the largest proportion of respondents, indicating that most participants had already completed the core courses of the major. Regarding post-graduation plans, a substantial share of students expressed the intention to enter the workforce directly, underscoring the importance of cultivating employment-oriented competencies that align with job requirements. Concerning career interests (multiple-choice), students primarily favored foreign trade, cross-border e-commerce, educational institutions, and state-owned enterprises with overseas placements. Careers in the civil service and the financial sector also showed notable appeal. These patterns suggest that students generally prefer industries closely related to their field of study, while their overall career orientations remain diverse.

(a). Professional Cognition

Figure 2 illustrates students' perceptions of core professional competencies. Business operations competence received the highest importance rating, followed by integrated English skills in listening, speaking, reading, and writing. Market analysis ability and project management competence were rated at a moderate level, whereas risk management ability and industry-specific knowledge scored comparatively lower. These results indicate that respondents generally regard linguistic proficiency and business operations competence as their primary strengths, while placing insufficient emphasis on risk management and industry-related knowledge.

Fig.2. Students' Perceptions of Competencies in the Business English Major

(b). Course and Practice Evaluation

In the course evaluation section, a self-developed scale was employed to assess students' perceived importance and satisfaction across six curriculum modules. To ensure the reliability and validity of the instrument, SPSS 27.0 was used to conduct statistical tests. The results show a KMO value of 0.881 and a significant Bartlett's test of sphericity ($p < 0.001$), indicating that the data were suitable for factor analysis. The overall reliability of the scale, as reflected by Cronbach's alpha, was 0.903. The satisfaction and importance subscales demonstrated alpha coefficients of 0.924 and 0.891 respectively, evidencing strong internal consistency and sound structural validity.

Based on adequate reliability and validity, the IPA (Importance–Performance Analysis) model was applied to further analyze student responses. Using SPSS 27.0, the mean values for importance and satisfaction were calculated for each curriculum module and plotted in a two-dimensional matrix, with importance on the x-axis and satisfaction on the y-axis. This approach allowed the six curriculum modules to be categorized into four quadrants (see Figure 3), providing a visual representation of curriculum–competency alignment.

Strength Area: Industry Extension (5) and Digital Skills (6) demonstrated simultaneously high importance and high satisfaction, suggesting strong alignment with industry trends and learner expectations.

Maintenance Area: Business Knowledge (2) showed high satisfaction but comparatively lower importance, placing it in the maintenance quadrant.

Opportunity Area: Language Foundation (1) and Intercultural Communication (3) scored relatively low on both importance and satisfaction. Notably, although intercultural communication competence received a high importance rating (84.47%) in the "Professional Cognition" dimension, its corresponding course was rated low in both perceived importance and satisfaction. This discrepancy implies that students recognize the occupational value of intercultural competence but perceive a gap between the course content and actual professional needs, or doubt the course's effectiveness in cultivating relevant abilities. This highlights the necessity of strengthening the linkage between course design and competency outcomes to enhance students' perceived value of learning.

: Business Practice (4) showed high importance but low satisfaction, indicating a critical need to enhance practical content and instructional design.

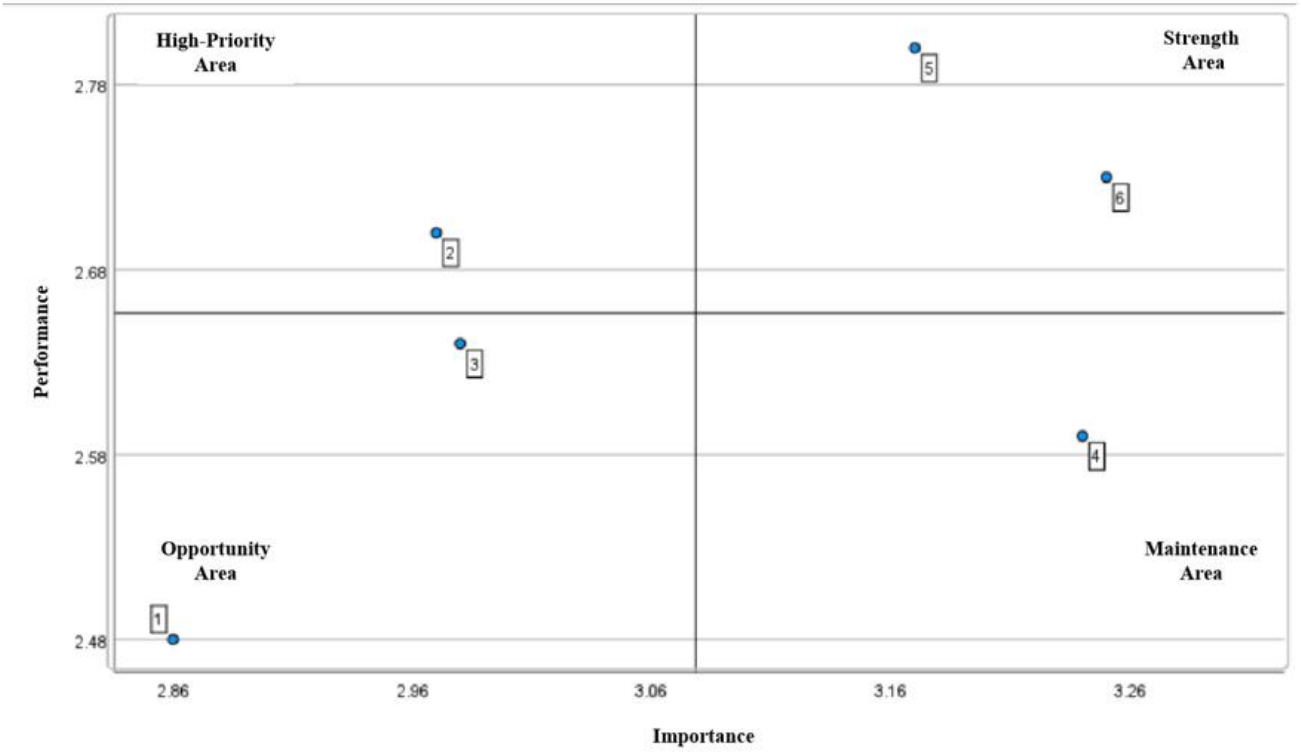

Fig.3. Importance–Satisfaction Analysis of Business English Curriculum Modules

(c). Identification of Competency Gaps

Table 3 presents the core competency gaps of Business English students across different target positions.

Table 3. Self-Assessed Competency Gaps of Students

Job Type	Competency Gap	Percentage Mentioned
Foreign Trade / International Trade	Practical knowledge of foreign trade processes	47.42%
Internet / Cross-border E-commerce	Data analysis and market trend judgment ability	56.92%
Overseas Assignments (State-owned Enterprises, Public Institutions)	Weakness in logical structure of English business reports	36.67%
Diplomatic Civil Servants	International policy interpretation ability	50.00%
Financial Industry	Deficiency in data visualization skills	39.29%

Overall, students' perceived competency gaps extend beyond domain-specific operational skills to broader cross-contextual abilities, including knowledge transfer, information processing, and the use of communication or productivity tools. Deficiencies in practical operation and application are the most pronounced, indicating persistent obstacles in translating classroom knowledge into actionable skills. These findings suggest that curriculum enhancement should strategically target the dimensions in which students demonstrate weaker competencies, with particular emphasis on strengthening practice-oriented components within the instructional process.

(d). Support Needs for Talent Development

Fig.4. Frequency Map of Students' Training Needs in the Business English Major

In the responses to the open-ended question, students expressed a strong demand for increased opportunities for business-oriented practical experience (see Figure 4). Enhancing the practical components of the curriculum—particularly those related to authentic business practice—has thus emerged as a central expectation from the student perspective.

C. Social Demand Orientation

This part of the study aims to clarify the prioritization of competencies for interdisciplinary Business English talents from the perspective of actual industry needs. By applying the Analytic Hierarchy Process (AHP), the study provides empirical support for curriculum enhancement and the cultivation of interdisciplinary capabilities.

(a). Weighting System of Competency Indicators for Interdisciplinary Business English Talents

The hierarchical competency structure—constructed based on literature analysis and recruitment-text analysis—was finalized after expert evaluation and subsequently developed into the competency indicator system used in this study (see **Table 4**). The system was designed specifically for this research.

Table 4 presents the competency structure required for cultivating interdisciplinary abilities in Business English, organized into three levels: the goal level, the primary indicators (criteria level), and the secondary indicators (alternatives level). The goal level represents the overarching objective of the competency system—namely, to enable students, through coursework and practical training, to acquire interdisciplinary Business English competencies that meet the diverse demands of the modern workplace. The primary indicators encompass six major dimensions of competency: language proficiency, business operations skills, project management ability, market analysis ability, risk and compliance ability, and industry application ability. Each primary indicator is further elaborated into specific secondary indicators to clarify the competency requirements and facilitate instructional design and assessment.

Table 4. Competency Indicator System for Interdisciplinary Business English Talents

Goal	First-level indicators	Second-level indicators
Cultivation of Compound Employment-Oriented Business English Talent	English Proficiency A	A1: Able to demonstrate solid integrated English skills in listening, speaking, reading, and writing.
		A2: Able to understand and apply Business English terminology.
		A3: Able to obtain certification through recognized language examinations (e.g., IELTS, BEC).
	Business Operations Competence B	B1: Able to perform tasks related to international trade operations.
		B2:Able to negotiate and communicate effectively in intercultural business

	contexts.
	B3: Able to collaborate efficiently within diverse and cross-functional teams.
Project Execution Ability C	C1: Able to coordinate resources and facilitate the achievement of project objectives.
	C2: Able to plan project timelines and milestones and manage execution processes.
	C3: Able to address unexpected issues and communicate across teams during project implementation.
Market Analysis Ability D	D1: Able to analyze market data and identify trends and customer needs.
	D2: Able to identify potential clients and establish business relationships.
	D3: Able to conduct digital marketing effectively.
Industry Application Ability E	E1: Able to demonstrate foundational knowledge of the industry and keep abreast of ongoing developments.
	E2: Able to use industry-specific software, systems, and tools proficiently.
Risk and Compliance Ability F	F1: Able to identify key contract elements and understand legal and compliance requirements in business settings.
	F2: Able to detect potential risks and propose appropriate response strategies.

Based on the self-developed indicator system, pairwise comparison questionnaires were designed and distributed online to five experts. Table 5 presents the experts' professional fields, years of experience, and professional roles, which serve to confirm the appropriateness and credibility of their qualifications for providing the AHP judgments.

Table 5. Expert Selection

No.	Industry Experience	Years of Service	Role
1	Construction Engineering	5	Business Specialist, Beijing Construction Road & Bridge
2	Construction Engineering	8	Technician, Beijing Construction Road & Bridge
3	Finance, Internet, Automotive Manufacturing	12	Senior Software Engineer, Great Wall Motors Technology Co., Ltd., Shanghai
4	International Advertising, Language Education	10+	Founder, Orchidvalley
5	Technology Promotion; Management Consulting; Strategic Planning; Information Consulting	10+	Shanghai Outao Testing Technology Service Co., Ltd.

Using Saaty's 1–9 scale method, the experts conducted pairwise comparisons within each hierarchical level to form a judgment matrix $A=[a_{ij}]$, where a_{ij} denotes the relative importance of indicator$i$ over indicator j. The judgment matrix A is an n-order positive reciprocal matrix that satisfies:

$$A=\begin{bmatrix} 1 & a_{12} & \cdots & a_{1n} \\ \frac{1}{a_{12}} & 1 & \cdots & a_{2n} \\ \vdots & & & \\ \frac{1}{a_{1n}} & \frac{1}{a_{2n}} & \cdots & 1 \end{bmatrix}$$

Subsequently, each column of the judgment matrix is normalized as follows:

$$a_{ij}' = \frac{a_{ij}}{\sum_{i=1}^{n} a_{ij}}$$

Then, the average value of elements in each row of the normalized matrix is calculated to obtain the weight vector w_i of each indicator in this hierarchy:

$$w_i = \frac{1}{n}\sum_{j=1}^{n} a_{ij'}$$

To ensure the logical consistency of experts' judgments, the Analytic Hierarchy Process (AHP) requires a consistency test for the judgment matrix. First, compute the maximum eigenvalue λ_{max} of the judgment matrix, then calculate the Consistency Index (CI):

$$\lambda_{max} = \frac{\sum(Aw)_i}{nw_i}$$

A denotes the judgment matrix, w denotes the weight vector, n denotes the order of the matrix, and λ_{max} denotes the maximum eigenvalue of the judgment matrix.

$$CI = \frac{\lambda_{max} - n}{n-1}$$

Next, compare CI with the Random Consistency Index (RI) (refer to Table 6) to calculate the Consistency Ratio (CR):

$$CR = \frac{CI}{RI}$$

Table 6: Random Consistency Index (RI) Table

n阶	1	2	3	4	5	6	7	8	9
RI	0.00	0.00	0.52	0.89	1.12	1.26	1.36	1.41	1.46

Consistency is deemed acceptable if CR<0.1

Following the aforementioned steps, pairwise comparisons and consistency tests are conducted for indicators at the criterion level and alternative level sequentially, with weights calculated hierarchically. Finally, the comprehensive weight of each secondary competency item is derived by multiplying the local weight of each indicator with the global weight of the upper hierarchy

After completing the weight calculation and consistency test, the CR value of primary indicators is 0.018, and the CR values of secondary indicators are 0.030, 0.010, and 0.029, respectively—all less than 0.1. This indicates that the consistency among different indicators falls within an acceptable range. Additionally, some 2nd-order matrices inherently exhibit consistency due to their order of 2. Based on the passed consistency test, the final competency ranking with weights is obtained (see Table 7).

Table 7: Business English Talent Competency Weights

First-level Indicators	First-level Weights	Second-level Indicators	Second-level Weights	Comprehensive Weights
A	0.1411	A1	0.5424	0.0765
		A2	0.2874	0.0406
		A3	0.1702	0.0240
B	0.2156	B1	0.4388	0.0946
		B2	0.3607	0.0778
		B3	0.2005	0.0432
C	0.1975	C1	0.2508	0.0495
		C2	0.2882	0.0569
		C3	0.4610	0.0910
D	0.1616	D1	0.3319	0.0536
		D2	0.3720	0.0601

		D3	0.2961	0.0478
E	0.1130	E1	0.6456	0.0730
		E2	0.3544	0.0400
F	0.1713	F1	0.6083	0.1042
		F2	0.3917	0.0671

Based on the weights of First-level indicators, the competency ranking for interdisciplinary Business English talents is as follows: B. Business Operation Competence, C. Project Execution Ability, F. Risk & Compliance Ability, D. Market Analysis Ability, A. English Proficiency, and E. Industry Application Ability. This indicates that enterprises prioritize practical business operation capabilities, with high attention also paid to project execution and risk management. They tend to select practical talents with implementation and risk control competencies. The relatively low weights of English language proficiency and industry application capability suggest that linguistic foundations and tool proficiency serve as auxiliary rather than core competitive advantages.

Among the 16 secondary competency indicators, enterprises highly rate F1. Contract Recognition & Compliance, C3. Emergency Problem-Solving, B1. International Trade Practices, B2. Cross-Cultural Communication, A1. English Listening, Speaking, Reading & Writing, and E1. Familiarity with Industry Knowledge & Trends. Additionally, enterprises expect Business English talents to possess D1. Ability to Analyze Market Data and Identify Trends & Demands, as well as F1. Ability to Detect Potential Risks and Propose Response Strategies. Some seemingly popular competencies, such as E2. Industry Tool Application and A3. Language Certification, have relatively low weights, reflecting that practical skills and general adaptability are valued more than formal certifications.

D. Comparison of Results from Student and Industry Perspectives

Combining the questionnaire data analysis from the student side and the AHP evaluation results from the enterprise side, this study summarizes the following key conclusions from three dimensions: the structure of curriculum supply and demand, deviations in competency cognition, and the alignment between university training objectives and industry needs:

(a). Mismatch Between Students' Curriculum Needs and Current Supply

Business practice-oriented courses are generally regarded as highly important by students, but the existing curriculum content fails to fully meet their demands—especially the limited investment in practical sessions, which makes it difficult to effectively improve students' practical operational capabilities. Students also attach great importance to cross-cultural communication competence; however, their ratings of the importance and satisfaction of relevant courses are relatively low, indicating a mismatch between curriculum supply and student expectations. This reflects a disconnect between teaching content and the requirements of professional competencies.

(b). Cognitive Deviation in Competencies Between Students and Industry

Risk awareness and compliance capability are identified as core competitive advantages from the enterprise perspective. In contrast, students' attention to these competencies is significantly insufficient. This cognitive gap regarding soft skills urgently needs to be addressed through curriculum optimization and targeted guidance.

(c). Misalignment Between University Training Objectives and Enterprise Needs.

Enterprises emphasize practical operation, flexible adaptability, and compliance awareness, while current university curricula still focus heavily on linguistic foundations and theoretical business knowledge. As a result, students struggle to adapt to work requirements and environments when entering the workplace, highlighting the imperative for educational reform.

V. CONCLUSION

Based on the OBE (Outcome-Based Education) concept, this study focuses on the goal-setting of interdisciplinary Business English talent cultivation, identifies the current competency shortcomings of students, and designs a competency indicator system aligned with industry needs. The research reveals three key findings: a contradiction between students' curriculum needs and the current supply, a deviation between students' cognition of competencies and the actual industry demands, and a misalignment between the competency requirements of enterprise positions and university talent training objectives. These findings provide insights for Business English talent

development.

Universities may refer to the competency weights valued by enterprises in curriculum system design, highlight the competency dimensions highly emphasized by enterprises, and appropriately adjust curriculum content and proportions to strengthen the systematic training of core competencies. In addition, greater attention should be paid to students' needs and shortcomings. To this end, practical teaching should be enhanced—through designing project-oriented modules, job simulation exercises, and internship-embedded programs—to help students improve their ability to apply competencies in real-world scenarios. The dynamic feedback mechanism also needs further improvement: by establishing a regular communication platform between universities and employers, the integration of curriculum content, assessment standards, and industry needs can be achieved, forming a feedback-driven curriculum update system. Meanwhile, the development of interdisciplinary integrated courses should not be overlooked. Universities and students should leverage digital tools to break professional barriers, thereby enhancing competency transferability and adaptability across multiple industry contexts.

The research results validate Peltonen and Hu's (2025) assertion regarding the critical role of soft skills in Business English education. Furthermore, combined with Hu and AlSaqqaf's (2025) systematic review of Business English teaching research in China, this study points out that current research pays insufficient attention to employment-oriented competency structures, providing a valuable supplement to the field. The competency framework constructed in this paper not only responds to the practical needs of curriculum reform in applied liberal arts programs but also offers directions for future outcome setting and dynamic optimization. Although the sample size is limited and practical verification remains pending, this study holds certain reference value for educational supply-side reform and the optimization of talent training programs.

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