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Language for the Market: Designing Scenario Based Web Learning for *Français des Affaires* Workplace Discourse

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ABSTRACT

Professional credibility in francophone workplaces is shaped by innovative language use in context, not by memorizing isolated expressions. However, many *Français des Affaires* materials remain linear and text centred, offering limited opportunities to practise interactional moves, pragmatic positioning, and register control with feedback that mirrors real consequences. This study therefore introduces an innovation in applied linguistics informed digital pedagogy by developing "L'Entreprise", a web based Global Simulation platform that combines branching decision pathways with intrinsic feedback so learners experience how discourse choices affect professional outcomes. The needs analysis confirmed strong workplace alignment (mean relevance 4.55 out of 5) alongside high perceived difficulty (mean 4.18), and identified the main barriers as limited business vocabulary (91%), complex sentence processing (64%), speaking difficulty (55%), and business text comprehension (45%). Using an educational research and development approach guided by ADDIE, the website was iteratively prototyped, validated by experts, and field tested with Business French students (n = 12) using questionnaires and a scenario aligned post-test. Results show promising learning outcomes (post-test mean 78.83, range 68 to 86) and high mastery (91.6%, 11 of 12 meeting the minimum standard), alongside strong perceived quality (overall mean 4.53 out of 5; scenario relevance 4.7; content 4.5; ease of use 4.4). The study's contribution is an innovation oriented, replicable design model for feedback rich, pragmatics driven FOS learning, with broader implications for scalable employability focused language curricula and digitally mediated workplace discourse training.
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1. Introduction

Lightning fast connectivity has transformed how people work, trade, and build careers, and it has also reshaped what counts as professional competence. In this landscape, language operates as economic capital, since it can expand access to jobs, networks, and mobility, especially when communication is tied to institutional credibility and cross border collaboration. French remains strategically positioned in diplomacy, trade, and multinational corporate communication, making Business French competence a tangible advantage for graduates who intend to participate in francophone and global workplaces (Thompson, 2010).

In *Français des Affaires*, communicative success is determined less by reciting specialized vocabulary and more by negotiating meaning, solving problems, and making decisions through language under real constraints. From a task based perspective, learning becomes more durable when learners communicate to achieve outcomes rather than perform isolated forms (Ainsworth, 2014). Yet, translating this principle into stable classroom practice remains challenging, particularly when students have limited opportunities to experience the communicative pressures and decision-making realities of workplace interaction.

Recent scholarship further clarifies that contemporary business communication demands linguistic competence alongside intercultural adaptability. Business oriented curricula are therefore expected to strengthen learners' intercultural competence so they can interpret cultural contexts and respond appropriately in diverse professional settings (Sims et al., 2022; Cimaszewska-Kuniniec, 2025). Complementary arguments call for curriculum reforms that embed these competencies explicitly, ensuring graduates are prepared for globalized professional landscapes (Cimaszewska-Kuniniec, 2025; Anderson

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& Nwosu, 2025). At the same time, professional communication research emphasizes that instructional materials should be aligned with workplace expectations and performance-oriented outcomes (Parker et al., 2021), especially where communication quality shapes customer experience and repeat engagement (Krishnakumar, 2024). In addition, the complexity of francophone socio economic discourse and public debate underscores why nuanced professional language competence matters beyond the classroom (Mouré, 2022). Despite this converging evidence, many learning materials still rely on linear exercises and decontextualized practice, sustaining a mismatch between instructional routines and workplace communication demands.

The gap becomes even clearer when access and authenticity are considered together. Experiential learning opportunities such as internships can support professional readiness, yet they are unevenly accessible and cannot serve as the sole bridge between classroom learning and workplace performance (Hergert, 2009). Scenario based pedagogy has therefore been proposed as a strong alternative because it situates language use within problems, roles, and consequences that approximate workplace complexity (Safir, 2022). However, empirical evidence indicates that many scenario based implementations remain limited to brief classroom activities, rather than sustained environments where learners repeatedly make decisions and experience meaningful consequences of their choices (Awaludin et al., 2024). Design research also indicates that interactivity and timely feedback are critical to motivation and learning outcomes, suggesting that scenario quality is central to effectiveness rather than a minor feature .

Similarly, technology aided support can strengthen self efficacy and complex problem solving, but its benefits depend on purposeful integration with scenario based tasks (Buck et al., 2021). Assessment oriented studies add that structured rubrics and collaborative learning environments can improve scenario based assessment, reinforcing the need for explicit objectives and adequate support mechanisms so learners progress coherently within scenario tasks (Gunawan & Shieh, 2023). In parallel, technology mediated learning expands access, autonomy, and engagement at scale, including through learning management systems that support motivation and independent learning (Barzani et al., 2021; Fathi et al., 2023), and technology interventions that can increase learners' interest through more engaging learning atmospheres (Barzani et al., 2021). Personalized learning techniques within technology supported frameworks may also generate meaningful learning gains (Major et al., 2021), yet this digital shift requires educator readiness because digital literacy is needed to bridge traditional approaches with effective contemporary practice (Alakrash & Razak, 2021). Collectively, the literature points to a persistent need for scalable learning environments that integrate authentic tasks, decision driven progression, and feedback that mirrors professional consequences (Anderson & Nwosu, 2025).

This study responds to that need by occupying a focused niche: a scenario based learning website positioned as a situated learning environment where Business French competence develops through participation in meaningful, work like activities (Lave & Wenger, 1991). Its novelty lies in combining a coherent enterprise narrative with branching scenarios that require learners to choose actions and experience outcomes, in alignment with core principles for scenario based e learning design and feedback driven progression (Clark & Mayer, 2012).

The study is significant because it offers both a pedagogical product and a systematic development pathway that can be adapted across French for Specific Purposes contexts. Using a structured instructional design framework, it aims to design, develop, and evaluate a scenario based learning website for *Français des Affaires* through the phases of analysis, development, implementation, and evaluation (Branch, 2009). Specifically, it seeks to produce a valid and practical learning platform and to examine its effectiveness in supporting undergraduate learners' business communication performance.

The methods section details the research and development procedures, participants, instruments, and evaluation criteria, followed by results reporting product validation, learner responses, and learning outcomes. The discussion interprets findings in relation to professional language pedagogy and digital learning design, and the conclusion consolidates contributions while outlining implications for curriculum design, scalable employability preparation, and future research. In a broader language teaching and applied linguistics context, the study advances an innovation oriented view of professional discourse learning, where web based simulation and intrinsic feedback function as technological supports for pragmatic performance, sustained interactional competence, and more equitable access to workplace relevant communicative practice.

2. Literature Review

2.1 *Français sur Objectifs Spécifiques* and the professional scope of *Français des Affaires*

Français sur Objectifs Spécifiques is grounded in a needs driven logic in which curriculum design begins with the communicative realities of a target profession rather than broad general proficiency (Thompson, 2010). In this frame, *Français des Affaires* requires learners to control not only lexical and grammatical resources but also the socioprofessional codes that shape how meaning is negotiated in organizations, including role positioning, institutional tone, and genre conventions (Anderson & Nwosu, 2025). A key implication is that professional proficiency is not

adequately developed through decontextualized exercises because workplace communication is consequential and context sensitive. This emphasis aligns with the argument that instruction should be anchored in workplace expectations and performance-oriented outcomes, particularly where communication quality affects stakeholder trust and engagement (Parker et al., 2021; Krishnakumar, 2024). At a broader sociocultural level, the complexity of francophone economic discourse further underscores why professional language competence matters beyond classroom settings (Mouré, 2022). Within FOS scholarship, the target situation principle is central, because learning designs are considered credible when they approximate the communicative conditions learners will face in their professional environment (Mangiante & Parpette, 2004).

2.2 Pragmatics, task based learning, and intercultural competence as performance requirements

The literature consistently stresses that professional language learning must shift from form focused routines toward performance centered instruction that prioritizes action, interaction, and goal completion in contexts that resemble real work (Ainsworth, 2014). In Business French, this shift foregrounds pragmatic competence, namely the ability to select language forms that are socially appropriate to roles, hierarchies, and organizational intent (Anderson & Nwosu, 2025). Task based and scenario oriented pedagogies have been promoted as vehicles for this shift because they require learners to make choices, manage interpersonal meaning, and sustain discourse under constraints. Technology enabled professional learning research similarly indicates that classroom innovation is most effective when educators are prepared to bridge traditional practices with contemporary digital pedagogies, since digital literacy is necessary for translating communicative aims into usable learning designs (Alakrash & Razak, 2021). In addition, evidence suggests that learner engagement and learning gains can be strengthened when technology supported frameworks incorporate personalization and structured practice opportunities (Major et al., 2021).

2.3 Authenticity constraints and unequal access to workplace participation

Although internships can support professional readiness, access is uneven, mentoring quality varies, and placements do not necessarily guarantee sustained opportunities for meaningful target language participation (Hergert, 2009). This structural limitation becomes critical for professional language programs because learners are expected to perform workplace communication, yet many have limited opportunities to rehearse consequential decisions and role based discourse in safe learning spaces. In parallel, scholarship on technology supported language learning points to continuing inequities in how learners experience access, support, and sustained practice, which can widen gaps when instruction depends heavily on static resources (Awaludin et al., 2024). These realities justify scalable alternatives that approximate professional authenticity while remaining pedagogically structured and accessible, especially in contexts where learners must build confidence before entering high stakes professional communication.

2.4 Situated learning as the conceptual foundation for simulation-oriented instruction

Situated learning provides a strong theoretical rationale for simulation oriented professional language instruction because it conceptualizes competence as constructed through participation in meaningful activity, within context, and through engagement with roles and communities (Lave & Wenger, 1991). For Business French, this implies that vocabulary and genre knowledge become functional when learners practice them in environments that replicate the social logic of professional interaction, such as negotiation sequences, recruitment dialogues, or product presentations. Situated learning therefore legitimizes the design choice of constructing learning environments that require learners to perform role consistent actions rather than merely recall information.

2.5 Scenario-based learning, intrinsic feedback, and assessment support

Scenario-based learning translates situated learning into an instructional strategy by organizing learning around storylines and problems that require decision-making and consequence management (Clark & Mayer, 2012). The pedagogical value of this approach is reinforced by arguments that learners develop competence when they occupy professional roles and confront structured challenges that resemble real situations (Safir, 2022). A defining mechanism is intrinsic feedback, where feedback is embedded as a realistic outcome of decisions rather than delivered only as a detached score, and this consequence based feedback supports reflection and deeper retention (Saha et al., 2010). Because scenario learning can impose cognitive and linguistic demands, assessment oriented studies highlight the importance of explicit objectives, adequate scaffolding, and coherent progress indicators so learners can advance meaningfully within scenario tasks (Gunawan & Shieh, 2023).

2.6 Global Simulation as narrative architecture for professional discourse learning

Global Simulation extends scenario-based learning by transforming the learning environment into a coherent fictive institution, such as a company, where language and culture are learned as discourse within an evolving narrative world (Michelson, 2019). This matters for *Français des Affaires* because professional discourse unfolds across connected events rather than

isolated classroom exercises. Narrative coherence supports the continuity of roles, intentions, and pragmatic choices, allowing learners to experience how earlier decisions shape later interactional constraints (Overstreet & Martens, 2006). In this sense, Global Simulation provides a structured pathway for designing branching professional experiences that remain pedagogically coherent while approximating workplace complexity.

2.7 Technology mediated professional language learning, engagement, and equity

Technology mediated learning expands the capacity of professional language instruction to address access, autonomy, and sustained engagement at scale. Learning management systems can support motivation and independent learning by enabling learners to control pace and repetition while maintaining structured resources and practice pathways (Barzani et al., 2021; Fathi et al., 2023). Empirical work reports that technology interventions can improve interest by fostering more engaging learning atmospheres (Barzani et al., 2021), while recent digital developments highlight how platform design can support participation, feedback, and progression in ways that static resources cannot. At the same time, comparative analyses suggest that many digital programs still struggle to deliver coherent and context rich experiences that sustain engagement and learning progression (Cimaszewska-Kuniniec, 2025; Anderson & Nwosu, 2025). This evidence supports the need for designs that integrate authentic tasks, decision driven progression, and feedback that mirrors professional consequences.

2.8 Interface design, context management, and learner experience in digital simulations

Digital simulations depend not only on content quality but also on interface design and interaction management, since navigability and clarity shape whether learners can sustain role based participation. Interface design scholarship emphasizes that a professional looking, navigable environment supports engagement and functional realism, which is essential when the platform aims to simulate corporate interaction (Philpott & Gurnett, 2024). Research on faculty support for online learning also underscores the importance of making learning resources accessible, current, relevant, and tangible, which directly affects usability and learner persistence in online environments (Parker et al., 2021). Beyond usability, digital participation introduces a context management challenge because online audiences and participation boundaries can blur, shaping how learners manage tone, identity, and appropriateness in mediated interaction (Marwick & boyd, 2011). Recent work on branching scenario design further demonstrates that structured digital branching can strengthen reasoning and decision processes, supporting the pedagogical logic of embedding consequences and progressive complexity (White et al., 2025). Related simulation scholarship also highlights the value of co production and authenticity focused scenario construction for meaningful learning outcomes in professional contexts (Philpott et al., 2024).

2.9 Research gaps, study novelty, and implications

Synthesizing these strands reveals three interrelated gaps that justify the present study. First, while FOS scholarship emphasizes target situation alignment, Business French instruction remains frequently constrained by static materials that do not provide sustained opportunities for decision-making , pragmatic calibration, and consequence based learning (Mangiante & Parpette, 2004; Thompson, 2010; Anderson & Nwosu, 2025).

Second, although scenario-based learning is theoretically well supported, many digital implementations lack coherent narrative architecture and explicit design requirements that connect situated learning principles to practical interface and feedback mechanisms, limiting how effectively learners can inhabit professional roles over time (Clark & Mayer, 2012; Safir, 2022; Cimaszewska-Kuniniec, 2025; Anderson & Nwosu, 2025). Third, the literature documents growth in technology mediated learning, yet persistent issues remain regarding interactivity, usability, and equity across contexts, particularly when educators and institutions must translate innovation into scalable practice (Alakrash & Razak, 2021; Major et al., 2021; Awaludin et al., 2024).

Responding to these gaps, the novelty of the present study lies in developing a scenario-based learning website for *Français des Affaires* that integrates Global Simulation as a coherent enterprise narrative, uses branching decision pathways with intrinsic feedback, and aligns the design with evidence based scenario principles and performance-oriented professional outcomes (Lave & Wenger, 1991; Michelson, 2019; Saha et al., 2010; White et al., 2025; Parker et al., 2021; Krishnakumar, 2024).

Methodologically, a structured development pathway enhances replicability and supports product validation and evaluation (Branch, 2009; Sugiyono, 2019), while learning object quality criteria and review instruments enable systematic appraisal of instructional materials (Nesbit et al., 2009).

By framing professional language competence as situated participation in meaningful work oriented activity, the study informs curriculum design, employability preparation, and digital learning innovation in FOS programs seeking stronger role based pragmatics and sustained interactional competence (Sims et al., 2022; Cimaszewska-Kuniniec, 2025; Anderson & Nwosu, 2025; Brown & Lee, 2015; Buck et al., 2021).

3. Method

3.1 Research design and development framework

This study adopted an educational Research and Development (R&D) design to produce and validate a scenario-based learning website for *Français des Affaires*. Educational R&D is commonly defined as a systematic process for developing, testing, and validating educational products (Borg & Gall, 1983). To ensure a structured and iterative development pathway, the study employed the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). ADDIE was selected because it offers a systematic procedure for building performance-oriented learning support tools while allowing continuous revision based on user evidence.

3.2 Context, participants, and sampling

The population comprised undergraduate students in the French Language Education program, particularly those enrolled in the Business French course. Participants were selected using purposive sampling to ensure that the trial group possessed the background knowledge required to engage with business scenarios and provide valid evaluative feedback on the product (Sugiyono, 2019; Trianto, 2010). The field tryout involved 12 students (n = 12), consistent with the product trial context reported in the study.

3.3 Product and instructional design specifications

The intervention is a web based learning website that operationalizes Global Simulation and branching scenarios within a coherent company life cycle narrative. In the design phase, Global Simulation functions as the curriculum architecture to sustain continuity across modules, consistent with claims that simulation benefits from lifecycle-based sequencing (Overstreet & Martens, 2006). Branching scenarios require learners to make consequential decisions that shape outcomes, supporting decision driven reasoning development (White et al., 2025), while the *Français sur Objectifs Spécifiques* orientation aligns content with workplace pragmatic demands and links academic learning to professional communication (Anderson & Nwosu, 2025).

To reinforce learning through consequences, the website uses intrinsic feedback so learners see realistic results of their choices rather than only correctness scores, in line with scenario design guidance and reflection oriented feedback principles (Clark & Mayer, 2012; Saha et al., 2010). Interface design is treated as a functional simulation component and prioritized to sustain engagement through a professional atmosphere (Philpott & Gurnett, 2024).

3.4 Instruments and data sources

Data collection relied on the following instruments and sources:

1) Needs analysis survey used during the Analysis phase to identify gaps between existing materials and students' learning needs, consistent with FOS principles that emphasize alignment with the target situation (Mangiante & Parpette, 2004).
2) Validation and user questionnaires
   Structured closed ended questionnaires were administered to two respondent groups.
   - Experts, to evaluate product validity.
   - Students, to evaluate practicality, usability, and perceived usefulness.
3) Scenario aligned achievement test
   A business scenario-based test instrument was designed to evaluate students' oral and written communication outcomes after interacting with the website.

3.5 Data collection procedures across ADDIE phases

The research procedure followed the five phases of ADDIE (Branch, 2009).

1) ***Analysis***
   A needs analysis was conducted to determine the gap between required professional competencies and students' current proficiency, including learner preferences for interactive learning features over static materials.
2) ***Design***
   The curriculum and interaction flow were designed using Global Simulation and branching scenario logic. Design specifications included FOS alignment, intrinsic feedback, and a professional interface to increase engagement and support autonomous learning (Anderson & Nwosu, 2025; Clark & Mayer, 2012; Overstreet & Martens, 2006; Philpott & Gurnett, 2024; Saha et al., 2010; White et al., 2025). The learning map was used to balance theoretical input and practical application.
3) ***Development***
   The website was developed using web technologies that support interactivity. Multimedia assets such as negotiation audio and business documents were created to approximate real business artifacts.
4) ***Implementation***
   The product was tested with the purposively selected student group. Students navigated the scenarios, including a job interview scenario, and their performance was recorded.
5) ***Evaluation***
   Quantitative and qualitative feedback were

compiled to determine effectiveness and guide revisions. User input was categorized into qualitative comments and quantitative scores, and revisions were made accordingly.

3.6 Data analysis

Data analysis combined outcome measurement and perception-based evaluation. Learning outcomes were assessed through scenario aligned achievement testing, and quantitative results were analyzed to examine post implementation learning performance, including statistical tests of improvement when paired measurements were available. *Questionnaire data* were analyzed using descriptive statistics to summarize indicators of validity, practicality, and user satisfaction (Sugiyono, 2019). *Qualitative feedback* from open ended comments was thematically grouped to identify recurring usability issues and improvement priorities, and the results informed iterative product revision during the Evaluation phase.

4. Result

4.1. Analysis Phase

Based on the preliminary survey conducted with students of the French Language Education Study Program, a significant gap was identified between conventional teaching materials and the competency requirements of the professional world. Table I summarizes the results of the needs analysis which served as the foundation for the product development.

Tabel 1. Recent Language and Literature Research Data

Assessment Indicators	Average Score (Scale 1-5)	Interpretation Category
Current quality of teaching materials	4,00	Good
Level of difficulty of materials	4,18	High / Difficult
Relevance to work requirements	4,55	Highly Relevant
Digital literacy awareness	4,09	High

After confirming the strong urgency for workplace-oriented learning, the analysis moved to diagnosing the sources of students' perceived difficulty. Questionnaire responses show that current instruction relies largely on static resources such as PDF or Word modules and textbooks, which students judged insufficient for developing active, performative skills. This reliance appears to produce a clear and clustered barrier profile in the business domain. As summarized in Table 2, the most pervasive constraint is limited mastery of business vocabulary, reported by 91 percent of respondents, followed by difficulty processing complex sentence structures at 64 percent and challenges in speaking at 55 percent. A further 45 percent reported difficulty understanding business texts. Taken together, these results suggest that the difficulty is not simply a matter of general language level, but a domain specific competence gap shaped by limited exposure to authentic business discourse and limited opportunities for guided production. The pattern also implies a cascading effect, where inadequate business vocabulary reduces comprehension efficiency, increases cognitive load when encountering complex syntax, and ultimately constrains oral performance because learners lack the lexical resources and formulaic expressions needed to sustain fluent professional interaction. In practical terms, the findings indicate that new learning media should prioritize contextualized vocabulary acquisition within business situations and provide structured speaking simulation through scenario driven tasks, rather than reproducing theoretical explanations in text only formats.

Tabel 2. Identification of Student Learning Barriers

Types of Difficulties (Barriers)	Percentage of Respondents*
Business Vocabulary Mastery	91%
Complex Sentence Structure	64%
Speaking Skills	55%
Business Text Comprehension	45%

Table 2 shows a clear barrier pattern in Business French that reflects limited contextual practice. The most dominant difficulty is business vocabulary mastery (91%), indicating that learners struggle with the specialized terms and common expressions needed to understand and produce professional messages. Complex sentence structure follows (64%), suggesting that business discourse density increases processing load, especially when lexical support is weak. Speaking skills (55%) further signals that static materials have not provided enough rehearsal for real time interaction, while business text comprehension (45%) appears as a related outcome of the same lexical and syntactic constraints. Because respondents could select multiple barriers, these difficulties overlap and likely reinforce one another, where limited vocabulary amplifies syntactic difficulty and together they suppress oral performance.

To address these challenges, the study developed a scenario-based learning website. The design does not merely transfer text to a screen, but incorporates interactive features that place learners in simulated workplace situations, enabling repeated, functional use of vocabulary and sentence patterns while supporting speaking oriented practice through task and decision based activities.

Tabel 3. Preferences for Scenario-Based Module Design and Materials

Development Components	Respondents' Top Preferences (Based on Ranking)
Priority Scenario Topics	1) Job Interview (Entretien d'embauche) 2) Business Negotiation (Négociation) 3) 3. Product Presentation (Présentation)
Mandatory Features	1) Case-based/real-life scenario materials 2) Interactive exercises (Quizzes, Drag & Drop) 3) 3. Audio/Video for communication practice
Interest Factors	Attractive visuals & Game learning (educational games)
Approval Rating	**4.72 / 5.00 (Strongly Agree)**

Table 3 summarizes students' preferred design and material features for a scenario-based module, highlighting a strong demand for workplace relevant simulations and interactive learning. The top ranked scenario topics are job interviews, business negotiation, and product presentation, indicating that learners prioritize high stakes communicative events where they must respond quickly, use appropriate professional language, and manage interpersonal meaning. In terms of design requirements, students most strongly favor case based, real life scenario materials, followed by interactive exercises such as quizzes and drag and drop tasks, and audio or video support for communication practice. This preference profile suggests that students are not asking for more content in the traditional sense, but for more opportunities to rehearse performance, receive immediate feedback, and repeat practice in realistic contexts.

The interest factors further emphasize that attractive visuals and educational game elements are seen as motivational drivers, which is consistent with the need to sustain engagement in skill building activities that require repeated exposure and practice. Importantly, the high approval rating of 4.72 out of 5.00 indicates strong perceived feasibility and relevance, supporting the argument that an online scenario-based module is well aligned with learner needs. Overall, these findings signal an urgent pedagogical shift from text heavy, expository approaches toward interactive simulation oriented learning, so students can develop functional competence through contextual decision-making and repeated professional language use.

4.2. Design Phase

Guided by the needs analysis, the design phase developed a coherent framework of materials and instructional strategies grounded in the *Français sur Objectifs Spécifiques* approach. The design prioritized the integration of linguistic resources with pragmatic competence so that learners practice Business French through realistic professional situations rather than through decontextualized explanation. The design work consisted of three core components: (1) material creation, (2) interactive scenario design, and (3) development of evaluation instruments.

4.2.1 Simulation Based Curriculum Architecture through Global Simulation

The curriculum was structured using a Global Simulation architecture in which the full life cycle of a company becomes the central case narrative. This structure supports continuity across learning tasks and ensures that each activity connects logically to the next, mirroring authentic business processes and strengthening context based learning aligned with professional needs. The materials were organized into five chronological modules to maintain narrative coherence and progressive complexity:

- ***Module 1:*** Establishment and Legality (*La Fondation*)
  Focuses on selecting an appropriate legal entity status, such as SARL or SA, and determining the economic sector.
- ***Module 2:*** Organization and Meetings (*Organisation*)
  Focuses on organizational hierarchies and formal meeting protocols.
- ***Module 3:*** Recruitment (*Recrutement*)
  Focuses on screening resumes and conducting job interviews in line with employment norms and regulations.
- ***Module 4:*** Operational Management (*Gestion*)
  Focuses on professional correspondence and managing customer complaints.
- **Module 5:** Launch and Negotiation (*Lancement et Négociation*)
  Focuses on launch planning, marketing mix decisions, and commercial negotiation techniques.

This modular sequence was designed to build cumulative competence by linking vocabulary, sentence patterns, and pragmatic choices to recurring workplace tasks, enabling learners to develop functional performance across interrelated business situations.

4.2.2 Interactive Scenario Design

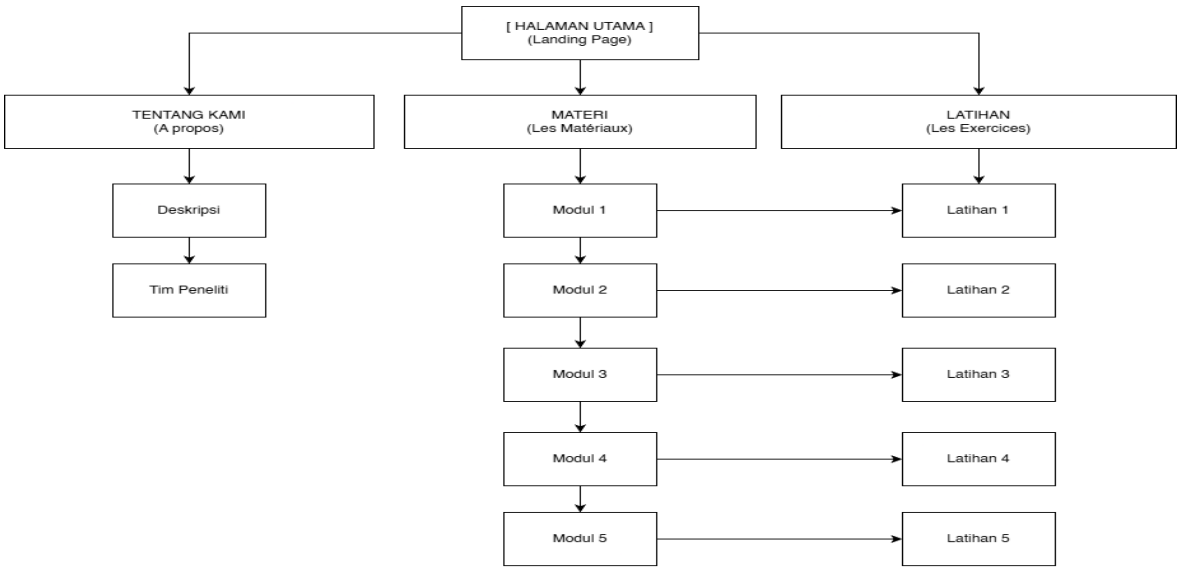
To strengthen cognitive engagement and sustain meaningful participation, the learning flow was structured using a branching scenario model. Each module begins with a concise theoretical introduction as input, followed by a problem simulation in which students assume a professional role and make decisions that shape the direction of the scenario. This structure is intended to shift learners from knowing about Business French communication to performing it under realistic constraints.

A central design principle is intrinsic feedback. Instead of presenting feedback as a simple right or wrong judgement, the module provides feedback through logical consequences that follow from each decision, allowing learners to see how communicative choices influence outcomes in professional contexts. In this way, learning involves more than receiving information, since students must make decisions that affect the storyline and its workplace implications. Each decision point also provides an explanation of consequences, creating built in opportunities for learners to reflect on what they chose, why it was effective or ineffective, and how they can refine their language use and interaction strategies in future situations.

4.2.3 Interface Design and Evaluation Instruments

The interface was designed to project a professional atmosphere that supports immersion, motivation, and engagement, ensuring that the learning environment aligns with the business scenarios students are expected to navigate. Beyond visual appeal, the interface functions as a pedagogical scaffold that helps learners follow the scenario logic, locate key resources, and maintain role consistency while completing tasks.

Evaluation instruments were embedded directly within the scenario flow through situational quizzes and decision-based tasks, enabling assessment of both conceptual understanding and practical application as learners progress through each module. To keep the learning process transparent and coherent, the design includes a clear learning flow map that sequences concept exposition, guided practice, decision-making , and feedback, thereby supporting a balanced relationship between theory and practice.



Picture 1. Sitemap of the "L'Entreprise" Learning Website

Overall, this design stage aims not only to deliver information but also to equip students with practical skills that can be applied across diverse professional contexts, reflecting the FOS orientation that prioritizes the relevance of language learning to real world purposes.

4.3. Development Phase

The development phase represents the product realization stage in which the blueprint produced during the design phase is transformed into an operational learning website.

Picture 2. Homepage

In this phase, the planned materials, multimedia assets, and technological elements are assembled to produce a functional prototype. The development process was implemented through three strategic steps.

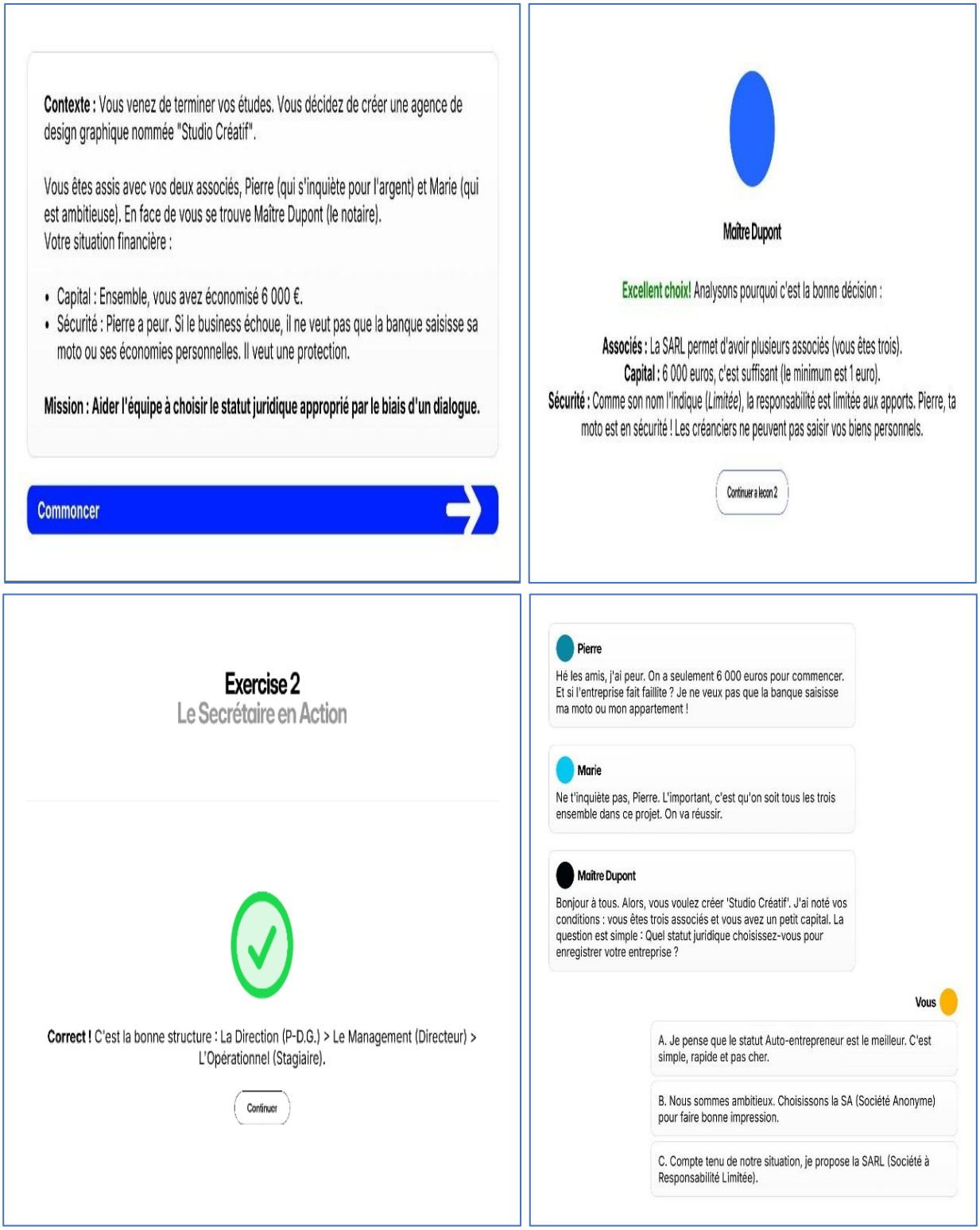
4.3.1. Content Production

Curated learning materials were organized into five core modules that follow the business life cycle: (1) Company Establishment, (2) Organization, (3) Recruitment, (4) Operational Management, and (5) Negotiation. The content was presented through a multimodal approach that combines descriptive text, company structure infographics, and business dialogue audio to support listening comprehension and reinforce professional language patterns through repeated exposure and use.

Picture 3. Material

4.3.2 Interactive Scenario Development

The website's core feature, scenario-based simulation, was implemented using branching logic. At this stage, the planned storylines, such as negotiations with Mr. Renard and conflicts between directors, were translated into functional system pathways. Each response option was programmed to trigger a specific feedback message that explains the likely business consequences of the learner's decision. This structure supports guided discovery learning by allowing students to test choices, observe outcomes, and refine their reasoning and communication strategies through repeated scenario progression.



Picture 4. Interactive Scenario

4.3.3 Expert Validation

Before the prototype was implemented with students, expert validation was conducted to confirm the product's feasibility and instructional quality. Two categories of experts reviewed the website.

- ***Subject Matter Expert***

  A lecturer of the *Français des Affaires* course evaluated the accuracy of business terminology, grammatical correctness aligned with the B1 level, and cultural relevance to French business contexts. The review emphasized whether the materials reflected appropriate professional language use and realistic workplace communication.

- ***Media Expert***

  An instructional media expert assessed usability, interface design, navigation clarity, and the functionality of interactive features. The evaluation focused on content quality, alignment with learning objectives, feedback usefulness, motivational value, and interactivity.

The validation instrument used a Likert scale from 1 to 5. Expert feedback was then used as the basis for revising the prototype before moving to the field testing stage in the implementation phase.

4.5. Implementation Phase

The implementation phase served as the trial stage in which the "L'Entreprise" website was tested with students from the French Language Education Study Program. The trial was conducted asynchronously to examine two core feasibility indicators: whether the scenario flow could be executed smoothly from beginning to end and whether the material was understandable for users working independently.

4.5.1 Learning Procedure and End Page

Students accessed the website and completed simulations in the role of company directors across five sequential modules. The learning experience was designed as a continuous mission path, moving from company establishment through operational decision-making and concluding with negotiation tasks. After students completed all missions, the system automatically redirected them to a closing page. The closing page functioned as both recognition and evaluation. It displayed a gamified appreciation message titled "Mission Accomplished!" to acknowledge successful completion of the company life cycle. On the same page, an embedded digital evaluation form was integrated into the system and students were required to complete it before ending the session. This design ensured full participation in feedback submission from all trial participants.

4.5.2 Learning Outcomes

Beyond collecting user feedback, the study measured cognitive effectiveness using a post-test administered immediately after the simulation was completed. Because the study adopted a post-test only design, effectiveness was interpreted through students' achievement of the minimum competency standard in *Français des Affaires* and the overall learning completeness of the group.

Table 4. Descriptive Statistics of Post-test Results

Statistics	Value
Number of Samples (N)	12
Highest Score	86
Lowest Score	68
Mean Score	78.83
Percentage of Mastery (Score ≥ minimum competency score)	91.6%

As shown in Table 4, the post-test results indicate positive achievement. The class mean score reached 78.83, with scores ranging from 68 to 86. Using the minimum passing standard of 70, learning mastery reached 91.6 percent, meaning 11 of 12 students met the competency threshold. Only one student did not achieve the minimum standard. Overall, this pattern suggests that most students were able to understand the Business French content and successfully complete the scenario simulation under independent learning conditions.

4.6 Evaluation Phase

The evaluation phase examined students' perceptions of the overall quality of the "L'Entreprise" website after completing all modules. Data were collected directly from the embedded form on the Closing Page and focused on three indicators, content quality, ease of use, and the usefulness of scenarios. Ratings used a 1 to 5 scale.

4.6.1 Quantitative evaluation results

Table 5. User Perception Evaluation Results

Indicators (based on website form)	**Aspects assessed**	**Average score (1 to 5)**	**Category**
Content quality	Quality and depth of Business French material	4.5	Very good
Ease of use	Ease of navigation and website user experience	4.4	Very good
Understanding reality	Relevance of scenarios to the working world	4.7	Very good
Overall average		4.53	Very good

The strongest result is the highest score on scenario relevance (4.7), indicating that students perceived the simulations as closely aligned with workplace realities. This is a critical finding because relevance is not simply a satisfaction indicator, it is a proxy for authenticity and transfer potential. When learners recognize that tasks mirror real professional situations, they are more likely to invest effort, treat language choices as consequential, and internalize communication norms that extend beyond the classroom. The consistently high scores across content quality and ease of use further suggest that the learning experience was supported by clear instructional framing and functional usability, which reduces friction and allows cognitive resources to be directed toward language performance rather than platform navigation.

4.6.2 Qualitative feedback for improvement

In addition to numeric ratings, students provided open ended suggestions that clustered into two themes:

- ***Appreciation***

  Students reported that role play made Business French learning more challenging in a productive way and less monotonous, mainly because they had to act as decision makers rather than passive recipients of content.

- ***Technical feedback***

  Several students recommended adding audio or voice features for character dialogues to strengthen listening comprehension and increase interaction realism.

These comments indicate that students valued the learning format because it created purposeful pressure to perform, while also pointing to a concrete enhancement pathway, richer auditory interaction that supports comprehension and more naturalistic communication practice.

4.6.3 Interpretive synthesis, significance, and development priorities

Overall, the evaluation suggests that the website is suitable for instructional use in terms of pedagogy and technical usability. The findings also provide a deeper explanation of why the platform worked. First, engagement appears to be driven by scenario realism and gamified progression, which lowers boredom and encourages persistence through structured missions. Second, the branching scenario design functions as more than interactivity, it creates decision responsibility. Learners must choose responses and then live with consequences, which shifts learning from memorizing phrases to managing professional outcomes. Third, the intrinsic feedback mechanism strengthens pragmatic learning because feedback is experienced as narrative consequence rather than a detached judgement. For example, when a learner selects an impolite negotiation response, the system does not simply mark it incorrect, it shows a realistic breakdown in the business relationship, such as a client withdrawing from an agreement. This type of feedback supports reflection and helps learners connect language form, tone, and professional impact.

The evaluation also clarifies the next development priorities. Although the overall response was positive, the platform would benefit from more complex scenario variations to expand discourse flexibility and reduce predictability. In addition, audio and voice integration should be treated as a strategic upgrade, not a cosmetic add on, because it can deepen listening training and increase interaction authenticity. Finally, media optimization remains important for users with limited connectivity, since performance bottlenecks can reduce access and weaken sustained engagement.

4. Discussion

This study shows that a scenario based learning website can address the needs profile of undergraduate Business French learners while remaining aligned with

the core logic of Français sur Objectifs Spécifiques. The needs analysis produced a clear dual signal, very strong perceived workplace relevance (M = 4.55) alongside high perceived difficulty (M = 4.18), indicating that learners recognize target situation value but still struggle to perform within that target discourse space (Thompson, 2010; Mangiante & Parpette, 2004). The barrier profile further clarifies where the linguistic load is concentrated, with business vocabulary mastery reported by 91 percent, complex sentence structure by 64 percent, speaking skills by 55 percent, and business text comprehension by 45 percent. These constraints are not merely "language problems" in general terms, but indicators of incomplete access to the lexical, syntactic, and discourse routines that make professional interaction workable under pressure, reinforcing the argument that business communication training must bridge classroom routines and workplace expectations where communication quality shapes stakeholder experience and trust (Anderson & Nwosu, 2025; Parker et al., 2021; Krishnakumar, 2024).

In response to these needs, students prioritized scenarios that map directly onto recognizable workplace genres and communicative events, particularly job interviews, negotiation, and product presentation, together with interactive features such as case based tasks, quizzes, and audio or video practice. Linguistically, this preference indicates that learners are seeking opportunities to rehearse discourse moves, stance, and role alignment in contexts where language choices are consequential, rather than simply accumulating isolated forms. This aligns with the situated view that competence develops through participation in meaningful activity and role expectations, and with scenario design principles that foreground interaction, decision sequences, and feedback as the engine of learning (Lave & Wenger, 1991; Clark & Mayer, 2012).

The achievement evidence suggests meaningful functional uptake after engagement with the website. The post-test mean was 78.83, with 91.6 percent of students meeting the minimum competency threshold , which is consistent with the expectation that learning becomes more durable when knowledge is constructed through authentic participation rather than passive reception (Lave & Wenger, 1991). It also corresponds to scenario based learning principles that emphasize goal driven interaction and embedded feedback to support retention and transfer (Clark & Mayer, 2012; Saha et al., 2010). In Business French terms, this outcome matters because it suggests learners can complete simulated professional tasks at acceptable levels, supporting employability oriented training that must prepare graduates for real workplace discourse demands (Anderson & Nwosu, 2025; Sims et al., 2022). However, post-test mastery should not be treated as a complete proxy for pragmatic competence across shifting contexts, registers, and interlocutor roles, which remains a central measurement challenge in professional language evaluation research (Gunawan & Shieh, 2023).

Learner evaluation data also indicate that the innovation is credible not only pedagogically but also in usability terms. Students rated the website in the very good category overall (overall M = 4.53), with particularly high ratings for scenario relevance to the working world (M = 4.7), content quality (M = 4.5), and ease of navigation and user experience (M = 4.4) . These results support the claim that interface clarity and scenario credibility are central to sustained engagement in digital simulations (Philpott & Gurnett, 2024). From a discourse and identity perspective, the Global Simulation architecture strengthens continuity of roles and professional identity work by allowing learners to inhabit a coherent institutional world rather than complete disconnected tasks (Overstreet & Martens, 2006; Michelson, 2019). The branching structure further reflects how professional discourse often requires rapid pragmatic calibration, since communicative choices shape social and institutional outcomes, a design rationale supported by evidence on decision pathways and reasoning development (White et al., 2025). Crucially, intrinsic feedback delivered through narrative consequences operationalizes an innovation oriented form of pragmatic pedagogy, where feedback is experienced as professional impact rather than detached correctness, consistent with scenario learning guidance (Saha et al., 2010; Clark & Mayer, 2012). The asynchronous format also aligns with findings that technology supported environments can strengthen autonomy, motivation, and persistence when practice pathways are structured and accessible (Barzani et al., 2021; Fathi et al., 2023; Major et al., 2021), while also underscoring that digital literacy remains an enabling condition for learners to fully benefit from online learning ecosystems (Alakrash & Razak, 2021).

Taken together, the findings address a recurring gap in Business French pedagogy, namely that conventional materials often remain text centered and insufficiently interactive for preparing learners to handle workplace pressure, rapid turn taking, and pragmatic calibration (Thompson, 2010; Anderson & Nwosu, 2025). They also respond to an equity related authenticity constraint because internship access is uneven and cannot be assumed as a uniform bridge to professional participation (Hergert, 2009). The novelty of this study lies in translating Global Simulation into a web based scenario environment that integrates branching decisions and intrinsic feedback within a coherent company narrative, thereby operationalizing situated learning in a scalable and low risk context (Lave & Wenger, 1991; Overstreet & Martens, 2006; Clark & Mayer, 2012; Saha et al., 2010; White et al., 2025). In applied linguistics and language teaching terms, this innovation has clear implications: it supports repeated rehearsal of workplace genres such as interviews and negotiations within an FOS aligned

framework, while maintaining engagement through interactivity and meaningful consequences (Mangiante & Parpette, 2004; Sims et al., 2022; Cimaszewska-Kuniniec, 2025). At the curriculum level, it offers a modernization pathway that connects classroom instruction to professional communication expectations in globalized business contexts where discourse competence shapes reputation, customer relations, and organizational outcomes (Parker et al., 2021; Krishnakumar, 2024). It also creates space to integrate sociocultural literacy into Business French discourse training, acknowledging that professional language use is embedded in wider francophone economic and social debates and mediated participation dynamics (Mouré, 2022; Marwick & boyd, 2010).

Several limitations delineate priorities for future research. The study used a small sample and a short evaluation window, which constrains generalizability and limits claims about long term development of pragmatic competence and sustained transfer. Future work should replicate the intervention with larger and more diverse cohorts, adopt quasi experimental or longitudinal designs with richer outcome measures that capture pragmatic appropriateness, intercultural competence, and discourse performance across genres, and test which design mechanisms contribute most strongly to learning gains, including branching depth, intrinsic feedback timing, and interface features (Clark & Mayer, 2012; Gunawan & Shieh, 2023; Philpott & Gurnett, 2024; White et al., 2025). To extend the innovation agenda, further studies should also evaluate AI supported conversational interaction to reduce reliance on predetermined options and simulate negotiation dynamics more authentically, while examining equity conditions such as access, digital literacy, and connectivity for scalable adoption across learning environments (Alakrash & Razak, 2021; Awaludin et al., 2024; Cimaszewska-Kuniniec, 2025; Major et al., 2021).

5. Conclusion

This study advances an innovation-oriented contribution to applied linguistics and professional language pedagogy by developing and evaluating "L'Entreprise", a web based Global Simulation platform that operationalizes workplace discourse learning through branching decision pathways and intrinsic feedback, thereby shifting learning from recalling business lexis toward pragmatic performance in consequential interaction. Key findings show strong cognitive effectiveness, with a post-test mean of 78.83 and scores ranging from 68 to 86, while mastery reached 91.6 percent, meaning 11 of 12 students met the minimum competency threshold after completing the scenario sequence. Learners also evaluated the platform very positively, reporting an overall mean of 4.53 out of 5, with the highest indicator for scenario relevance to workplace realities at 4.7, alongside strong ratings for content quality at 4.5 and ease of use at 4.4, indicating that authenticity and usability jointly supported sustained engagement with professional genres such as interviews and negotiations. In language teaching terms, the implication is that digital simulations can modernize *Français des Affaires* curricula by providing scalable, low risk rehearsal spaces where learners repeatedly calibrate register, speech acts, and interactional strategies, even when internships or workplace access are limited. Future research should extend sampling and duration, introduce longitudinal and comparative designs with richer discourse-based outcome measures for pragmatic appropriateness and intercultural competence, and test audio supported interaction and AI supported dialogue to strengthen interactional realism and transfer across professional settings.

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