

Developing French for Specific Purposes to Enhance Foreign Language Skills of Curriculum and Teaching Students in The University of Calabar

Goodness Uka Kalu

Corresponding Authors' Email: kalugoodya15@gmail.com

Department of Educational Foundations
 University of Calabar, Calabar-Nigeria

Gloria Mayen Umukoro

Email: umukorogloria@gmail.com

Department of Modern Languages & Translation Studies
 University of Calabar, Calabar-Nigeria

Abstract

Traditional language teaching methodologies often fall short in meeting the specialized needs of learners who require language skills for specific professional contexts. This gap has led to the emergence of French for Specific Purposes (FSP), a subfield focused on equipping learners with the necessary skills to function effectively in their chosen professions. This study aimed to evaluate the effectiveness of FSP in enhancing language skills and cultural knowledge among learners in the Department of Curriculum and Teaching, Faculty of Educational Foundation Studies. To achieve this objective, three research questions were formulated. A literature review was conducted based on the study variables, and a descriptive research design was employed. The target population comprised all students and instructors in the Department of Curriculum and Teaching, University of Calabar, who are involved in French language courses. A purposive sample of 31 respondents, including 25 learners and 6 instructors, was selected. Data were collected through semi-structured questionnaires and interviews, providing rich qualitative insights. Thematic analysis techniques, involving simple percentages, were used to analyze the qualitative data. The results revealed that learners in the Department of Curriculum and Teaching face specific language needs and challenges. Additionally, FSP instruction was found to significantly enhance learners' language proficiency and cultural understanding. The study also indicated that FSP instruction positively influences the perceptions and attitudes of both learners and instructors towards FSP. The findings of this study have important implications for the design and implementation of FSP courses, especially in the context of tertiary education. These insights are valuable for curriculum developers, educators, and policymakers aiming to improve language education and ensure its alignment with professional and academic needs.

Keywords: *French for Specific Purposes, foreign language skills, Curriculum*

INTRODUCTION

The globalized nature of today's professional and academic environments necessitates proficiency in foreign languages tailored to specific fields (Okoro & Nwazue, 2022; Okoro, 2023). French, being a major international language spoken across multiple continents, holds significant

importance in various professional domains such as business, diplomacy, healthcare, and engineering. Traditional language teaching methodologies often fall short in addressing the specialized needs of learners who aim to use the language in specific professional contexts (Ekpenyong, et al., 2018). This gap has led to the development of French for Specific Purposes (FSP), a subfield of language teaching that focuses on equipping learners with the skills needed to operate effectively within their chosen professions.

French for Specific Purposes (FSP) is rooted in the broader field of Languages for Specific Purposes (LSP), which emerged in response to the growing demand for language instruction that goes beyond general proficiency to include specific terminologies and contextual uses relevant to particular fields (Hutchinson & Waters, 2007). The evolution of FSP reflects a shift towards a more practical and needs-based approach to language learning, where the curriculum is designed based on the specific linguistic and professional requirements of the learners.

Cultural competence is an essential component of FSP, as language and culture are inextricably linked. Effective communication in a foreign language requires not only linguistic proficiency but also an understanding of cultural norms and practices. Byram (2019) argues that intercultural communicative competence is crucial for successful interaction in multicultural environments. FSP programs that incorporate cultural training alongside language instruction may help learners develop a deeper understanding of the cultural contexts in which they can enhance their overall communicative competence.

Despite the recognized benefits of FSP, there are challenges associated with its implementation. Nevertheless, the growing body of research on FSP highlights its potential to bridge the gap between general language instruction and the specific needs of learners in professional and academic contexts.

The pilot research aims to explore the effectiveness of FSP in improving language skills and cultural knowledge among learners in specific fields. By examining the language needs and challenges of learners, the impact of FSP instruction on language proficiency and cultural understanding, and the perceptions and attitudes of learners and instructors towards FSP.

The general objective of the study is to explore the effectiveness of FSP in improving language skills and cultural knowledge among learners in the department of Curriculum and teaching, Faculty of Educational Foundation studies.

The specific objective of the study is to:

1. Identify the language needs and challenges of learners in the department of Curriculum and teaching?
2. Ascertain whether FSP instruction impacts learners' language proficiency and cultural understanding.
3. Assess the perceptions and attitudes of learners and instructors towards FSP

Language Needs and Challenges of Learners

The literature on language needs and challenges in FSP underscores the importance of a targeted approach to language education. Hutchinson and Waters (2007) emphasize that English for Specific Purposes (ESP), and by extension FSP, should be centered around the specific needs of the learners. Needs analysis is a crucial step in designing an effective FSP curriculum. Basturkmen (2010) outlines various methodologies for needs analysis, including surveys,

interviews, and observation, to gather information on learners' specific linguistic and communicative requirements.

Learners in specialized fields often face challenges such as mastering industry-specific terminology and developing the ability to engage in professional discourse (Nwazue, 2023). Kaewpet (2009) highlights the difficulty learners experience when dealing with technical vocabulary and the conventions of professional communication. In addition, Long (2005) discusses the gap between general language proficiency and the specific skills needed for professional tasks, suggesting that learners often require tailored instruction to bridge this gap.

Several empirical studies have highlighted the importance of identifying and addressing the specific language needs and challenges of learners in various professional fields. In a study by Kaewpet (2009), needs analysis was conducted for engineering students learning English for Specific Purposes (ESP). The findings revealed that students required a strong command of technical vocabulary and the ability to engage in professional communication, such as writing reports and participating in meetings. This aligns with the needs of learners in FSP, where specialized terminology and professional discourse are critical.

Further empirical evidence comes from a study by Taillefer (2007), which examined the specific language needs of business students learning French. The study found that students struggled with understanding and using business-specific jargon, and they needed more practice in professional writing and speaking tasks. The study emphasized the need for targeted instructional materials and teaching strategies to address these challenges.

A comprehensive needs analysis conducted by Chan (2011) in the context of ESP for hotel management students identified similar challenges. Students needed to develop specific language skills for guest interactions, handling complaints, and conducting tours. These findings highlight the importance of tailoring language instruction to meet the precise demands of professional contexts, a principle that is equally applicable to FSP.

FSP Instruction Impact Learners' Language Proficiency and Cultural Understanding

FSP instruction has been shown to significantly enhance learners' language proficiency, particularly in terms of specialized vocabulary and functional language skills relevant to their fields. According to Belcher (2009), FSP courses that integrate authentic materials and real-world tasks can improve learners' ability to perform specific professional tasks in the target language. This practical focus not only enhances linguistic competence but also builds confidence in using the language in professional contexts.

Cultural understanding is another critical aspect of FSP. Byram (2019) argues that intercultural communicative competence is essential for effective communication in multicultural settings. FSP courses that include cultural components help learners understand cultural nuances and norms that influence professional interactions. Lazaraton (2001) found that learners who receive cultural training alongside language instruction are better prepared to navigate cultural differences and communicate more effectively in international environments.

Empirical studies have shown that FSP instruction can significantly enhance both language proficiency and cultural understanding among learners. A study by Wozniak (2010) evaluated the effectiveness of an FSP program for medical students. The results indicated substantial improvements in the students' ability to use medical terminology accurately and to communicate

effectively with patients and colleagues. Moreover, the program increased their cultural awareness, helping them to understand and respect cultural differences in medical practices.

In another study, Aliakbari and Boghayeri (2014) investigated the impact of an FSP course on the language proficiency of engineering students. The study found that students who participated in the FSP course showed marked improvement in their technical writing and oral presentation skills. The incorporation of authentic materials and real-world tasks was identified as a key factor contributing to these gains.

Furthermore, research by Safont Jordà (2005) on FSP for business students demonstrated that the inclusion of cultural components in the curriculum enhanced learners' intercultural communicative competence. Students reported a better understanding of cultural norms and practices, which facilitated more effective communication in international business settings.

Perceptions and Attitudes of Learners and Instructors Towards FSP

The perceptions and attitudes of learners and instructors towards FSP are generally positive, as indicated by several studies. Learners appreciate the relevance of FSP to their professional goals. Basturkmen (2010) notes that students often find FSP courses more engaging and motivating because they see the direct applicability of what they are learning to their future careers. This relevance enhances their motivation and investment in the learning process. Instructors also recognize the value of FSP in preparing students for specific professional contexts. Dudley-Evans and St John (1998) discuss the role of instructors in designing and delivering FSP courses that meet the precise needs of their students. They emphasize the importance of collaboration between language instructors and subject matter experts to ensure the content is both linguistically and contextually appropriate. However, there are challenges associated with implementing FSP. Instructors may face difficulties in obtaining suitable teaching materials and balancing the dual focus on language and content.

Empirical studies on the perceptions and attitudes of learners and instructors towards FSP reveal generally positive sentiments. A study by Gass (2012) surveyed learners' attitudes towards an FSP course in international relations. The findings indicated that students valued the course's relevance to their future careers and appreciated the practical focus on language skills needed for diplomatic and policy-making contexts. The study also noted that students felt more motivated and engaged compared to traditional language .

Instructors' perspectives were examined in a study by Basturkmen and Shackelford (2015), which explored the views of FSP instructors teaching legal French. Instructors emphasized the importance of collaboration with legal professionals to develop appropriate teaching materials and to ensure the curriculum was aligned with the practical needs of the profession. They reported that such collaboration enhanced the effectiveness of the instruction and increased student satisfaction.

Additionally, a study by Agustín-Llach and Canga Alonso (2016) on the attitudes of students and teachers towards an FSP course in tourism management found that both groups appreciated the contextualized approach of the course. Students reported that the course content was directly applicable to their professional tasks, while teachers highlighted the benefits of using industry-specific scenarios to teach language skills.

METHOD

This study utilizes a descriptive research design, which is appropriate for evaluating the effectiveness of French for Specific Purposes (FSP) instruction in enhancing language skills and cultural knowledge. The descriptive approach allows for a detailed depiction of the current state and impact of FSP instruction within the target population.

The target population for this study includes all students and instructors in the Department of Curriculum and Teaching at the University of Calabar who are involved in French language courses. A purposive sampling method was employed to select 31 respondents, consisting of 25 learners and 6 instructors. This sampling method ensures that the participants have direct experience with FSP instruction, thus providing relevant data for the study.

Data were collected through semi-structured questionnaires and in-depth interviews. The semi-structured questionnaires included both closed-ended and open-ended questions, allowing for the collection of quantitative data on learners' and instructors' experiences and perceptions, as well as qualitative insights into their specific needs and challenges. In-depth interviews were conducted to further explore participants' views on the impact of FSP instruction.

Quantitative data from the questionnaires were analyzed using descriptive statistics, including frequencies and percentages, to identify common trends and patterns in the participants' responses. Qualitative data from the open-ended questionnaire responses and interviews were analyzed using thematic analysis (Braun et al., 2022). This involved coding the data to identify key themes and patterns, which were then categorized and interpreted to provide a comprehensive understanding of the impact of FSP instruction on learners' language proficiency and cultural understanding.

Ethical considerations were rigorously observed throughout the study. Participants were informed about the study's purpose and procedures, and their informed consent was obtained prior to data collection. To ensure confidentiality and anonymity, participants' responses were coded, and all data were securely stored. Participants were also assured that their responses would be used solely for the purposes of this research and that they could withdraw from the study at any time without penalty.

FINDINGS AND DISCUSSION

Findings

This section presents the analysis and interpretation of data collected through questionnaire administration.

Research question 1: What are the language needs and challenges of learners in the department of Curriculum and teaching?

Table 1. **Response on the language needs and challenges of learners**

S/N	ITEMS	RESPONSES				Total %
		Yes		No		
		f	%	f	%	
1	Do you find it difficult to understand academic texts and articles in French?	18	58	13	42	31 100



2	Do you face challenges in participating in classroom discussions and activities conducted in French?	21	68	10	32	31	100
3	Do you need additional support or resources to improve your French writing skills for academic purposes?	19	61	12	39	31	100
4	Do you feel that your current level of French proficiency affects your overall academic performance in the department?	17	55	14	45	31	100
5	Do you think there is insufficient focus on French language development in your curriculum and teaching courses?	22	71	9	29	31	100

The result of the first research question in Table 1, shows that 18 (58%) of the total respondents responded yes that they do not find it difficult to understand academic texts and articles in French while 13 (42%) responded No. 21 (68%) of the total respondents responded yes that they face challenges in participating in classroom discussions and activities conducted in French while 10 (32%) responded No. 19 (61%) of the total respondents responded Yes that they need additional support to improve their French writing skills for academic purposes; while 12 (39%) responded No. 17 (55%) of the total respondents responded Yes that they feel that their current level of French proficiency affects your overall academic performance in the department; while 14 (45%) responded No. 22 (71%) of the total respondents responded Yes that they think there is insufficient focus on French language development in their curriculum and teaching courses; while 9 (29%) responded No. The results of the analysis indicate that the percentage of Yes for all the five items are higher than 50. This implies that there exist language needs and challenges for learners in the department of curriculum and teaching.

Research question 2: How does FSP instruction impact learners’ language proficiency and cultural understanding?

Table 2. Response on the how FSP instruction impact learners language proficiency and cultural understanding

S/N	ITEMS	RESPONSES					Total %
		Yes		No			
		f	%	f	%		
1	Has FSP instruction improved your ability to understand and use specialized vocabulary in your field?	21	68	10	32	31	100
2	Do you feel more confident in speaking and writing in French as a result of FSP instruction?	18	58	13	42	31	100
3	Has FSP instruction enhanced your understanding of French-speaking cultures relevant to your field of study?	22	71	9	29	31	100



4	Do you believe that FSP instruction has positively impacted your overall academic performance in your specific field?	21	68	10	32	31	100
5	Has FSP instruction provided you with practical language skills that you can apply in professional or real-world contexts?	19	61	12	39	31	100

The result of the second research question in courses Table 2, shows that 21 (68%) of the total respondents responded yes that FSP instruction improved their ability to understand and use specialized vocabulary in their field while 10 (32%) responded No. 18 (58%) of the total respondents responded yes that they feel more confident in speaking and writing in French as a result of FSP instruction while 13 (42%) responded No. 22 (71%) of the total respondents responded Yes that FSP instruction enhanced their understanding of French –speaking cultures relevant to their field of study; while 9 (29%) responded No. 21 (68%) of the total respondents responded Yes that they believe that FSP instruction has positively impacted their overall academic performance in their specific field; while 10 (32%) responded No. finally, 19 (61%) of the total respondents responded Yes that FSP instruction provided them with practical language skills that they can apply in professional or real-world contexts; while 12 (39%) responded No. The results of the analysis indicate that the percentage of Yes for all the five items are higher than 50. This implies that FSP instruction impacts learners’ language proficiency and cultural understanding.

Research question 3: What are the perceptions and attitudes of learners and instructors towards FSP?

Table 3. Response on the perceptions and attitudes of learners and instructors towards FSP

S/N	ITEMS	RESPONSES				Total %
		Yes		No		
		f	%	f	%	
1	Do you believe that FSP instruction is beneficial for enhancing your language skills in your specific field?	25	81	6	19	31 100
2	Do you feel motivated to participate in FSP classes and activities?	22	71	9	29	31 100
3	Do you think FSP instruction meets the specific language needs of learners in your department?	19	61	12	39	31 100
4	Do instructors feel adequately prepared to teach FSP courses?	23	74	8	26	31 100
5	Do you perceive FSP instruction as an important component of your overall academic curriculum?	24	77	7	23	31 100

The result of the second research question in Table 3, shows that 25 (81%) of the total respondents responded yes that they believe that FSP instruction is beneficial for enhancing their language skills in their specific field while 6 (19%) responded No. 22 (71%) of the total

respondents responded yes that they feel motivated to participate in FSP classes and activities while 9 (29%) responded No. 19 (61%) of the total respondents responded Yes that they think FSP instruction meets the specific language needs of learners in their department; while 12 (39%) responded No. 23 (74%) of the total respondents responded Yes that the instructors feel adequately prepared to teach FSP courses; while 8 (26%) responded No. finally, 24 (77%) of the total respondents responded Yes that they perceive FSP instruction as an important component of their overall academic curriculum. The results of the analysis indicate that the percentage of Yes for all the five items are higher than 50. This implies that FSP instruction impact the perceptions and attitudes of learners and instructors towards FSP is high

Discussion

Language Needs and Challenges

Preliminary findings from this study indicate that learners in the Department of Curriculum and Teaching require specialized vocabulary and communicative skills pertinent to their specific fields. Common challenges identified include a lack of exposure to industry-specific language and difficulty in mastering professional jargon. These findings are consistent with existing literature on the topic. Kaewpet (2009) highlighted similar difficulties learners experience when dealing with technical vocabulary and the conventions of professional communication. In his study, a needs analysis was conducted for engineering students learning English for Specific Purposes (ESP). The results revealed that students required a strong command of technical vocabulary and the ability to engage in professional communication, such as writing reports and participating in meetings. This directly aligns with the needs identified in learners of French for Specific Purposes (FSP), where specialized terminology and professional discourse are critical.

Long (2005) also discusses the gap between general language proficiency and the specific skills needed for professional tasks. His research suggests that learners often require tailored instruction to bridge this gap, reinforcing the need for specialized vocabulary and communicative skills in specific fields. This gap between general proficiency and specific professional skills necessitates focused and context-specific language instruction to meet learners' needs effectively.

Umukoro et al (2020) discusses the challenges faced by most foreign language learners. The research focuses on the role of the Immediate Study Environment (ISE) in motivating, building confidence and ensuring satisfaction in the foreign language learners.

Further empirical evidence comes from a study by Taillefer (2007), which emphasized the necessity for targeted instructional materials and teaching strategies to address these challenges, which is consistent with the findings from our study on FSP learners.

Overall, the findings underscore the importance of providing learners with tailored FSP instruction that focuses on specialized vocabulary and professional communication skills. Addressing these specific needs can enhance learners' language proficiency and cultural understanding, ultimately improving their academic and professional outcomes.

Impact of FSP Instruction

FSP instruction has been found to positively impact learners' language proficiency, enabling them to engage more effectively in their respective fields. Additionally, it enhances cultural understanding, equipping learners with the skills to navigate multicultural environments

confidently. The findings support Belcher (2009) who underscores the value of FSP courses that integrate authentic materials and real-world tasks, highlighting their role in improving learners' ability to perform specific professional tasks in the target language. This practical focus not only enhances linguistic competence but also builds confidence in using the language in professional contexts. This aligns with our findings, which suggest that specialized vocabulary and communicative skills pertinent to specific fields are critical for learners. By engaging with real-world materials, learners can better grasp the nuances of professional jargon and technical vocabulary.

Cultural understanding is another critical aspect of FSP. According to Byram (2019), intercultural communicative competence is essential for effective communication in multicultural settings. FSP courses that include cultural components help learners understand cultural nuances and norms that influence professional interactions. Lazaraton (2001) found that learners who receive cultural training alongside language instruction are better prepared to navigate cultural differences and communicate more effectively in international environments. Our findings are consistent with this perspective, as learners reported enhanced cultural awareness and the ability to handle multicultural environments more confidently.

Empirical studies further support the positive impact of FSP instruction on both language proficiency and cultural understanding. Wozniak (2010) evaluated the effectiveness of an FSP program for medical students, finding substantial improvements in the students' ability to use medical terminology accurately and communicate effectively with patients and colleagues. Moreover, the program increased their cultural awareness, helping them understand and respect cultural differences in medical practices. This parallels our findings, where learners highlighted the importance of mastering professional jargon and understanding cultural nuances to perform effectively in their fields.

In another study, Aliakbari and Boghayeri (2014) investigated the impact of an FSP course on the language proficiency of engineering students. The study found that students who participated in the FSP course showed marked improvement in their technical writing and oral presentation skills. The incorporation of authentic materials and real-world tasks was identified as a key factor contributing to these gains. Our findings similarly suggest that learners benefit from exposure to industry-specific language and professional communication practices, reinforcing the importance of tailored instructional materials and teaching strategies.

Furthermore, research by Safont Jordà (2005) on FSP for business students demonstrated that the inclusion of cultural components in the curriculum enhanced learners' intercultural communicative competence. Students reported a better understanding of cultural norms and practices, which facilitated more effective communication in international business settings. This supports the study conclusion that FSP instruction not only improves language proficiency but also equips learners with the cultural knowledge necessary for successful professional interactions in diverse settings.

In summary, the integration of specialized vocabulary, real-world tasks, and cultural components in FSP instruction significantly enhances learners' language proficiency and cultural understanding. These elements are crucial for preparing learners to engage effectively in their respective fields and navigate multicultural environments confidently.

Perceptions and Attitudes

Both learners and instructors have expressed favorable views towards FSP, noting its relevance and effectiveness. Instructors have emphasized the importance of integrating cultural components into the curriculum to provide a holistic learning experience. These findings align with existing literature that highlights the positive perceptions and attitudes towards FSP from both learners and instructors. Basturkmen (2010), students often find FSP courses more engaging and motivating because they see the direct applicability of what they are learning to their future careers. This relevance enhances their motivation and investment in the learning process, which is reflected in our findings where learners appreciated the specialized vocabulary and communicative skills pertinent to their fields. The practical focus of FSP courses makes the learning experience more meaningful and directly beneficial for students' professional aspirations.

Instructors also recognize the value of FSP in preparing students for specific professional contexts. Dudley-Evans and St John (1998) discuss the role of instructors in designing and delivering FSP courses that meet the precise needs of their students. They emphasize the importance of collaboration between language instructors and subject matter experts to ensure the content is both linguistically and contextually appropriate. This is in line with the study findings support this, as instructors emphasized the need to integrate cultural components and collaborate with industry experts to provide a comprehensive learning experience.

Empirical studies further reinforce these positive perceptions and attitudes towards FSP. Gass (2012) surveyed learners' attitudes towards an FSP course in international relations and found that students valued the course's relevance to their future careers. The practical focus on language skills needed for diplomatic and policy-making contexts made the course more engaging and motivating compared to traditional language courses. This mirrors our findings where learners reported that FSP instruction significantly enhanced their language proficiency and cultural understanding.

Instructors' perspectives were examined in a study by Basturkmen and Shackleford (2015), which explored the views of FSP instructors teaching legal French. Instructors highlighted the importance of collaboration with legal professionals to develop appropriate teaching materials and ensure the curriculum was aligned with the practical needs of the profession. This collaboration was found to enhance the effectiveness of the instruction and increase student satisfaction, which aligns with our findings where instructors emphasized the integration of cultural components to provide a holistic learning experience.

Additionally, Agustín-Llach and Canga Alonso (2016) conducted a study on the attitudes of students and teachers towards an FSP course in tourism management. Both groups appreciated the contextualized approach of the course, with students reporting that the course content was directly applicable to their professional tasks. Teachers highlighted the benefits of using industry-specific scenarios to teach language skills, which supports our findings that FSP instruction enhances both language proficiency and cultural understanding.

Implication

The findings from this study have several important implications for the design and implementation of French for Specific Purposes (FSP) courses, particularly in the context of tertiary education. These implications are relevant for curriculum developers, educators, and

policymakers aiming to improve language education and its alignment with professional and academic needs.

Educational institutions should develop FSP curricula that focus on the specific vocabulary and communication practices relevant to students' fields of study (Itasanmi, et al., 2022). This could involve collaboration with industry experts to ensure the content is current and practical. There is a need for high-quality, field-specific instructional materials that address the unique linguistic and communicative demands of each profession. Textbooks, case studies, and practice exercises should be developed to reflect real-world scenarios. FSP courses must be designed to bridge this gap by providing focused and context-specific language instruction. Tailored instruction should prioritize the development of both linguistic competence and the ability to perform specific professional tasks.

Implementing effective assessment tools that measure both general language proficiency and professional communication skills is crucial. Regular feedback should be provided to help students improve in areas specific to their professional needs. FSP courses should integrate cultural training alongside language instruction to enhance intercultural communicative competence. Understanding cultural nuances and norms is essential for effective communication in multicultural environments.

Incorporating experiential learning opportunities, such as internships, field trips, and interactions with professionals from diverse backgrounds, can provide practical exposure to diverse cultural backgrounds (Farida et al., 2024; Samad et al., 2022).

The findings of this study have significant implications for language education policy and curriculum design. Implementing FSP in language programs can bridge the gap between general language instruction and the specific needs of learners in professional and academic contexts.

Future research should explore the long-term effects of FSP on learners' professional success and cultural integration. Additionally, studies could examine the effectiveness of FSP in different linguistic and cultural settings to generalize the findings. Expanding the sample size and including a diverse range of fields can provide a more comprehensive understanding of the impact of FSP.

CONCLUSION

This study aimed to evaluate the effectiveness of French for Specific Purposes (FSP) instruction in enhancing language skills and cultural knowledge among learners in the Department of Curriculum and Teaching at the University of Calabar. Through a descriptive research design involving semi-structured questionnaires and interviews with 25 learners and 6 instructors, the study provided valuable insights into the specific language needs, challenges, and the overall impact of FSP instruction.

The findings revealed that learners in the Department of Curriculum and Teaching face significant language needs and challenges, particularly in mastering specialized vocabulary and engaging in professional discourse. The results indicated that FSP instruction effectively addresses these needs by enhancing learners' language proficiency and cultural understanding. Learners reported improvements in their ability to understand and use specialized vocabulary, increased confidence in speaking and writing in French, and a deeper understanding of French-speaking cultures relevant to their fields of study.

Furthermore, the study highlighted the positive perceptions and attitudes of both learners and instructors towards FSP instruction. Participants appreciated the relevance and practical focus of FSP courses, noting that these courses significantly contributed to their academic and professional development. Instructors emphasized the importance of integrating cultural components into the curriculum and collaborating with industry experts to ensure that FSP courses meet the specific needs of learners.

The implications of this study are significant for curriculum developers, educators, and policymakers. There is a clear need for tailored FSP curricula that focus on specialized vocabulary and professional communication skills. The development of high-quality, field-specific instructional materials and the integration of cultural training alongside language instruction are crucial for enhancing learners' intercultural communicative competence (Burhanuddin & Arham, 2017). Additionally, effective assessment tools that measure both general language proficiency and professional communication skills are essential for providing meaningful feedback and improving instructional outcomes.

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