Developing French Coursook for Hospitality Students Based on Needs Analysis

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Abstract. Falling into the language for specific purposes area of study, French-language training for hospitality students ideally offers learning materials needed for developing students' specific language skills in their particular area of specialization. A comprehensive needs analysis then plays a central role in order to design coursebook materials meeting such language skills demands. Therefore, this study was aimed to develop a French-language coursebook with a basic consideration taken from the need analysis process. The framework of this study was Research and Development (R&D) by adopting the Dick & Carey procedures. There were five main procedures, i.e. analyzing the students' needs, planning (drafting course grid), drafting the coursebook, expert judgment, and revising the coursebook. This research employed two instruments, i.e. questionnaires (for collecting the students' needs in a need analysis step) and experts' rubrics (for experts' judgments). The first step of this study was conducting a needs analysis (NA, hereafter) involving 120 respondents chosen purposively. The data collected through NA questionnaires were analyzed descriptively. The data from NA were used to design the coursebook. Considering the result of experts' judgments regarding the appropriateness of the content, the appropriateness of language, the appropriateness of materials presented, and the appropriateness of layout presentation, the hospitality coursebook developed is examined as a viable coursebook.

Keywords: *Needs Analysis, Coursebook, Material Development, French for Specific Purposes, Hospitality*

https://ojs.unm.ac.id/eralingua

INTRODUCTION

The global tourism and hospitality industry has enjoyed a dramatic increase over the past two decades. In 2006 international tourist arrival doubled from 600 million to over 1.4 billion, and then in 2018, the travel and tourism industry showed an increasing number of performances to 3.9% surpassing the overall global economy. This rise had opened job opportunities and had brought 319 million hoteliers. The consequence of this growth is an increased demand of professionals having not only hard but also soft skills. One of those fundamental skills is being able to master effective communication skills by means of the guests' language. Such competence is considered a prerequisite to effectively deliver outstanding customer experiences . (Amirbakzadeh & Vakil Alroaia, 2020; Božinović & Sindik, 2013; Chilingaryan, 2020; Edung, 2017; EHL, 2020; Mariani, Borghi, & Kazakov, 2019; Truc & Uyen, 2020; Yuan, Houston, & Cai, 2008).

In line with that, French, as one of the international languages, is considered as one of the second most important foreign languages after English in tourism and hospitality services (Sala & Posner, 2018). This positive trend is also happening in the Indonesian hospitality industry. Based on data collected by BPS in 2018, the number of French-speaking tourists visiting Indonesia has been showing quite a significant increase at 1.04 % compared to the previous year (BPPS, 2018). Furthermore, BPPS Bali reported in 2019 ranked France 1st among other European countries visiting Bali followed by Germany, the Netherland, the United Kingdom, and other European countries (*https://bali.bps.go.id/).*

The Indonesian tourism industry, thus, needs to anticipate this trend well by providing sufficient French language skills for the students taking tourism and hospitality study program French language courses given in the tourism and hospitality program are under the umbrella of the *Français sur l'Objective Spécifique* (hereafter FOS) branches. Therefore, FOS is defined as a language teaching method that teaches French for a specific area, in which the students will be able to master a solid basic knowledge or specific language skills needed in a certain field, i.e., French language skills used in the hospitality and tourism industry. Furthermore, The FOS courses allow the students to be able to obtain a technical vocabulary as well as a certain register of a certain profession. The students are then equipped with a real advantage for their future job (Keyong & Vandevelde, 2008).

French for hospitality (hereafter FHS) is ideally supposed to prepare the students in the hotel and restaurant services, especially for those directly dealing with guests (such as front-line employees and restaurant employees). From the prior interview with lecturers in tourism and hospitality program, there are still problems encountered by French language lecturers i.e. there are missing links between materials given in the French classroom and the needs of the French language in the hotel contexts; there are no French course books that adequately fit the needs of the students in the hospitality program, especially in the Indonesian context. Some French textbooks published by French or Francophony-based publishers are just too difficult for hospitality students in Indonesia since the level of

French language competency for most of the students generally fall in the beginner or false beginner (A1/A0).

Considering the problems mentioned above, the researchers are challenged to develop a French coursebook for tourism and hospitality students based on findings of systematic language needs analysis that had been conducted. This study presents a preliminary format of the coursebook that is being developed. French for tourism and hospitality syllabus, its materials organization a presented in this study are the further development of the study reported by (Arsiyana & Hernadi, 2020)

A coursebook needs to be seen as an intrinsic component of the whole curriculum design and is acknowledged as one of the most important teaching and learning resources. The terms coursebook and textbook are used interchangeably (Richard, 2001), and are defined as a guide for teachers in the teaching & learning process and equipment for students to review their knowledge.

In the process of developing a French coursebook, the first step to do is to analyze the students' needs. Needs analysis (hereafter NA) is a foundation for developing a syllabus, teaching materials, teaching media, as well as, teaching method (Alsamadani, 2017; Otilia, 2015; Serafini, Lake, & Long, 2015). A well-conducted NA will lead the course program fits what the students' need (Liton, 2015; Nimasari, Mufanti, & Gestant, 2019; Serafini & Torres, 2015)

Furthermore, Richards (2001, 52) stated that needs analysis can be used for varied purposes, for example, the studies undertook by Alsamadani (2017), using the information from the result of needs analysis to design course materials; Abdul Ghani and Wan Daud (2018) as well as Ripai, Wibawa, & Z Idris (2018) employed the information from needs analysis for developing a supported learning media. These studies prove the significance of needs analysis study in developing a language course program. Therefore, the development of the coursebook aims to assist the teaching and learning process (Ariyanthi, Putra, & Suarcaya, 2020).

Some researchers have developed foreign language coursebooks for tourism and hospitality programs. Ariyanthi, Putra, and Suarcaya (2020) developed English learning material for restaurant students at Appolonia Hotel School. Yang (2020) conducted the development, adoption, and evaluation of the integration of an ESP and CLIL textbook by regarding perspectives from the CLIL students. The result of the study showed that the learners welcomed agreed with the idea of integrating language and content learning into a single course, but were also concerned about the quality of its design for facilitating critical thinking, assessment, meaningful learning, and technology inclusion.

Another relevant study focusing specifically on developing French language materials for hospitality was the study conducted by Mufidah, Syaefudin, and Handayani (Mufidah, Syaefudin, & Handayani, 2015). However, the study employed different subjects and did not involve needs analysis. Those, in the attempt, to enrich the existing French hospitality materials, the researcher decided to conduct this current study. The recent study is then significant for some reasons as following: (1) the development of course book specifically for the French language fitting the needs of hospitality students in Indonesia context is still lacking, (2) the

finding can find out the French materials that suit the needs of hospitality students and can be applied in the hospitality class program, and (3) the finding can find out a methodology that can be applied by designers or lecturers to design other French teaching materials in various course programs.

RESEARCH METHOD

The participants of this study consist of three groups, i.e. 127 students majoring in tourism and hospitality programs In a tourism college in Yogyakarta, three French lecturers, and five professionals working in five stars hotels in Yogyakarta. The sample was chosen purposefully concerning convenience sampling. The students chosen were those who had been experienced French classrooms during their first year in the college, so they were well aware of their needs.

This study deployed two types of questionnaires. Those were needs analysis questionnaires in form of a closed-ended questionnaire that were given to the students, lecturers, and practitioners, and the experts judgement questionnaires. The needs analysis questionnaires were used to know the students' needs toward French language subjects that was arranged based on the theory of Nunan (2004). The information gathered from these questionnaires then was employed to develop the draft of the hospitality French coursebook. Meanwhile, experts judgement questionnaires was used to know the quality of hospitality French coursebook developed by regarding the quality of content, language, materials presentation, and materials layout. For the experts judgement questionnaire, this study adopted the questionnaires developped by BNSP.

This study undertook a quantitativepproach with simple descriptive statistics in order to analyze the data gathered from questionnaires and rubrics. Questionnaires were in the form of a four-point Likert scale, whereas the rubrics of experts' judgment were in the form of a five-point Likert scale. The data from questionnaires and experts' judgment rubrics were analyzed and calculated by using this formula:

$$\tilde{x} = \sum \frac{fx}{f}$$

In which:
$\tilde{x}$ = mean
fx = number of students who choose certain option
f = total number of student

The mean score of participants' perceptions toward students' needs of the French language was then translated by using the scale from 1 to 4 comprising tokens of a certain degree from poor, fairly good, good to very good. The data from experts' judgments were converted by applying the scale from 1 to 5 meaning from strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree.

RESULT AND DISCUSSION

The Results of Needs Analysis

The recent study was carried out to design a French coursebook based on needs analysis to fulfill the students' language requirements in the hospitality industry they are being prepared for. In line with that objective, the first step of this study was conducted a needs analysis. Needs Analysis itself is defined as a systematic and ongoing process to collect the information of students' needs (Richard, 2001). It has been employed in foreign language education for many years and has been acknowledged for its effectiveness in making decisions of certain aspects in a language program. There are three important types of data to be acquired for conducting needs analysis i.e. learner, learning, and linguistic needs (Nunan, 2008). This section presents findings within the category of linguistics needs and learning needs comprising *the students' learning abilities* as well as *learning priorities* in terms of the language skills they need.

Learning abilities, to find out the students' learning abilities, the students were questioned about their level of French language competence, the length of their study, and the frequency of French language application in their daily life through rating the answer from 1 to 4. Based on the data analysis 96 % of students were in the beginner/false beginner (A1-A0) level where they only know few words in French and only 4 % were in the elementary level (A2). In regarding participants' perceptions of the French language level that the students should achieve, 66 % of the students answered intermediate level (B1), 29 % of the students answered the elementary level (A2), and 5 % expected their French language level was in the upper intermediate level. The results also indicated that 96 % of the participants of the French class learn French for the first time in their college classes, where about 4 % have learned French in their high school, yet they have less exposure to French.

To recognize the level of French language competence needed by the employees at the hotel, the professionals were also asked. The results are 80 % of professionals chose the intermediate level option compared to 20 % of participants choosing the elementary level option. The professionals also explained (in the interview section) that the elementary level is more than enough since most of the language services are conducted in English, other languages play a role later to give better services.

Based on linguistic needs finding, the students in this study learned French for the first time in the class, so their performance could be categorized generally as the beginner/false beginner (A1-A0) level. Whereas most of the students wished that after the class their French level of competence could reach the intermediate level (B1). Reaching the intermediate level of French as the students expected is almost impossible because French was only given in one semester comprising of only 16 meetings. To achieve an intermediate level, according to the Alliance Français guideline, the learners need at least 360 – 400 hours. However, according to Ellie (2011), the learning program of language for a specific purpose should set categories of its urgency since its objective is to Acquire communication skills as quickly as possible to get the learners to be able to behave adequately in the various communication situations related to a given domain. That means that the

French course program can be designed based on the urgent needs in the hotel context.

Learning *Priorities,* to find out the learning priorities, the students were asked to rate the importance of four language skills speaking skills components, and the purposes of learning French. The data showed that among the four skills speaking skill is considered as the most important for the students (M=3.8), followed by listening skills (M=3.6). This is also supported by the answers gathered from lecturers and professionals where lecturers (M= 4), as well as professionals (M= 4), opted most in speaking skills, followed by listening (overall M= 3.6) while writing ranked as the least important.

Related to the importance level of three elements of speaking skill i.e. grammar, vocabulary, and pronunciation, our result highlighted that most of the participants think both vocabulary and pronunciation are at the important level in order to speak well in which vocabulary rated the highest average score (M=3.93), followed by pronunciation (M=3.76), and the last one is grammar (M= 3.4). This result indicates that for the participants, vocabulary is a fundamental aspect of speaking skills. It is considered the cornerstone of performing speaking skills. Even if the students have a good understanding of French grammar, they will not be able to perform well in speaking skills without possessing adequate vocabulary.

These findings are used as the basis for choosing the content of the French coursebook design, the clear displays of the level of importance of speaking aspects can be shown as follows.
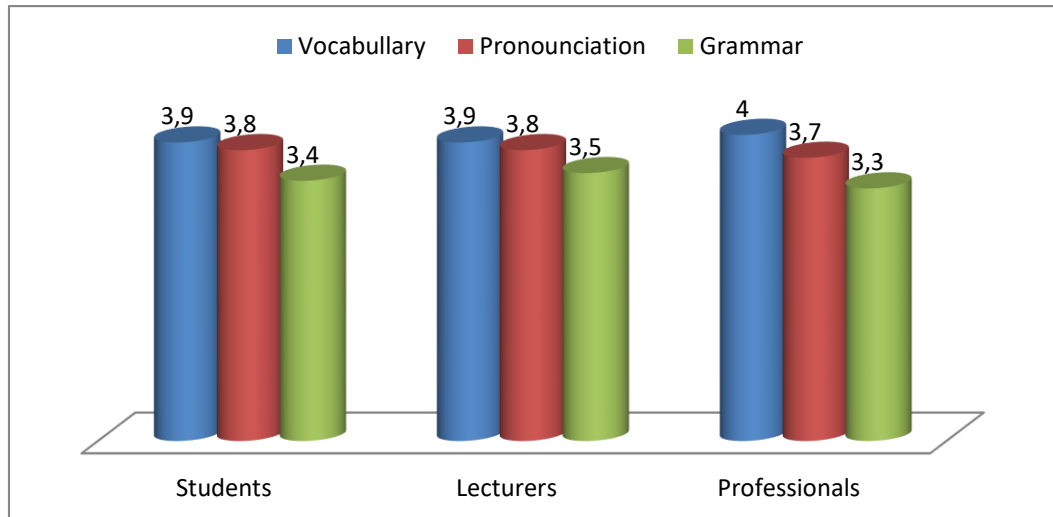

Figure 1. The speaking components

A further step in this study was to identify what topics were needed for students of the hospitality study program. According to White (2018) the topics chosen should be prioritized on topics that are widely used to interact with guests in the hotel context. These topics will become the basis for conducting the tasks of the students' future jobs and responsibilities in the area of the hotel industry. From the data collected, there are 11 topics most preferred that are going to be the

projected content of the French coursebook. The topics are sequenced based on the hotel-guest cycle; pre-arrival, arrival, occupancy, and departure (White, 2018). Here the 11 topics selected by participants:

Table 1. The Topics Chosen by The Students

No.	Topics	Mean(M)
1	Greeting, welcoming, & offering assistance to guest	3.9
2	Mentioning guest's name correctly	3.7
3	Responding to guest reservation' request	3.7
4	Informing room rates	3.9
5	Saying farewell	3.9
6	Confirming guest's reservation	3.8
7	Explaining menu	3.8
8	Responding to guest' complaint about food	3.7
9	Explaining directions	3.9
10	Informing time	3.7
11	Informing tourism destination	3.9

French learning needs of hospitality students

After identifying the students' linguistics needs, the second important information gathered in this study was learning needs. Learning needs here refers to the students learning patterns and styles or preferences which are found by identifying the students' learning problems and attitudes toward the current French class.

Learning problems, the main difficulties that emerged in this study are related to French Speaking mastery. The objective is to find out the students learning needs based on the problems and make necessary adjustments to design the French coursebook. Based on the data, there are five major problems encountered by the students while speaking French:

Table 2. Students' Learning Problems

No.	Students' Problems in Learning French	Mean(M)
1	Feeling shy speaking French	3.9
2	Lack of pronunciation	3.8
3	Afraid to make errors	3.8
4	Afraid to criticized	3.7
5	Lack of vocabulary	3.7

The problems above can be significant inputs to the lecturers or the coursebook designers to find the solution in reducing negative impacts of the problems by selecting the most effective methods, and strategies for teaching as possible solutions. For example, the course designers or lecturers can introduce basic and familiar phrases to be practiced in a game, so the students can be relaxed during speaking activities in the classroom.

Learning attitudes, the notion of learning attitudes here is related to the students' feelings on learning something that is normally influenced by students'

learning styles. The learning attitudes are considered as among determining factors that can influence student's achievement in learning languages (Alrabai, 2016; Amedu & Gudi, 2017; Habók & Magyar, 2018; Oroujlou & Vahedi, 2011).

Therefore, students' learning attitudes are also related to a teaching process, when a teaching process does not fit the student's learning styles, it will decrease the students' effort to learn. Therefore, it is important to know the students learning preferences and learning styles, before designing a coursebook. Learning preferences are defined as the particular way used by students to learn something while learning styles are associated with how they need to learn (teaching methods), so learning styles refer to the educational conditions in which the students prefer mostly to learn.

Students' learning preferences are 530nite530530d by presenting participants' perceptions on how students should learn French. This is also related to the inputs of four language skills that are presented in the French coursebook.

Table 3. Respondents' Perception on Students' Learning Preferences

Learning Preferences	Respondents			Average
	Student	Lecturer	Professional	
Listening and repeating the dialogues	3.6	3.8	3.7	3.7
Listening the dialogue and finding the difficult words	3.5	3.8	3.6	3.6
Listening the dialogue and anwering the questions based on the dialogue	3.4	3.3	3.4	3.4
Memorizing the dialogue	3.4	3.6	3.6	3.5
Role playing	3.7	4	4	3.9
Voluntary speaking	2.9	2.9	2.8	2.9
Single out, no preparation	2.9	2.9	2.8	2.9
Asking questions in class	2.7	2.9	2.8	2.8
Pair/group work	3.3	3.4	3.3	3.3
Asking and answering questions in pairs	3.6	3.4	3.4	3.5
Playing games while practicing speaking	3.7	3.6	3.7	3.7
Practicing pronounciation, after lecturer	3.6	3.7	3.7	3.7
Doing grammar exercices	3.5	3.5	3.4	3.5
Playing games while practicing grammar	3.6	2.9	3.0	3.2
Memorizing the vocabullary	2.9	2.9	3.0	2.9
Learning vocabullary from list	2.9	2.9	3.0	2.9
Learning vocabullary trough dialogues	3.6	3.8	3.7	3.7

The speaking tasks should get much more portion of development in the coursebook since it was regarded as an important skill based on the responses of three categories of participants. The participants agreed that speaking skills are much needed for hospitality students to be able to support students' future careers in the area of hospitality, especially for those dealing with French guests directly. This is in line with what Richards (2001: 19) that most students tend to reflect their success in learning languages by evaluating their improvement in spoken language proficiency.

The speaking tasks developed in the French coursebook are based on the answers from respondents (see table 1). There are nine activities chosen by respondents with average scores of 3.5-3.9. The data illustrate, that all participants

agree that the speaking activities must have the major portion in the French coursebook. Different perceptions are seen in the activities "playing games while practicing grammar", the average score of students is 3.6 which means "very important", while the average of the lecturers is 2.9, and the professionals are 3.0, which is categorized as "important". From the result of lecturers' interview, they think playing games while practicing grammar is effective for learning grammar, but they spend much time, while the focus of French class in the hospitality program is practicing speaking skills as much as possible.

Conclusively, the result of this study reveals that in designing a French coursebook grammar should be given in a smaller portion compared to vocabulary and pronunciation. However, since grammar is an inseparable aspect of speaking skills, the coursebook is designed by integrating the grammar items in the speaking activities. In line with that, The French coursebook developed in this study covers four skills and linguistic presented in each activity (activité) in the coursebook in which they are not done separately but integrated along which reading and speaking.

The students' learning styles based on the data analyzed can be seen in the following table.

Table 4. Respondents' Perception on Students' Learning Styles

Learning Styles	Respondents			Average
	Student	Lecturer	Professional	
Games	3.8	3.7	3.6	3.7
Pictures	3.7	3.8	3.6	3.7
Talk to friends in french	3.6	3.5	3.5	3.5
Role play	3.7	4	4	3.9
Studying alone	3.3	3.4	3.3	3.3
Doing tasks	3.6	3.5	3.5	3.5
Small group	3.4	3.3	3.4	3.4
Large group	2.9	2.9	2.8	2.9
Taking in pairs	3.7	3.8	3.6	3.7
Listening the audio	3.4	3.6	3.6	3.5

The data above describes "role play" as the most preferred way of learning 531nite531. This category achieves the highest average score among others, i.e. 3.9 which is categorized as "very important". The other learning styles also categorized as the "very important" for students listed as follows:
1. Learning French by games
2. Learning French by pictures
3. Learning French by Talking in pairs
4. Learning French by Talk to friends in French
5. Learning French by Doing tasks
6. Learning French by Listening to the audio

From the finding above the types of students' learning styles can be categorized as communicative and concrete learners. The concrete learners according to Wong & Nunan (2011) tend to like games, pictures, using cassettes, talking in pairs, and practicing language outside class.

Formulating Learning Aims and Objectives

The result of the data analysis above is then used to determine learning aims and objectives. Formulating learning aims and objectives for specific purposes is very important to lead the coursebook having clear content (Sysoyev, 2000). Aims and objectives were arranged based on the needs analysis finds. Here the examples aim and objectives formulated:

Aims i.e.

1. To develop basic communication skills that are used in the hotel context (ex. Reservation, guest arrival, check-in, and check out

The course aim was then broken down into smaller goals of learning known as the course objectives. Here are the examples:

Objectives:

1. Students will be able to practice common expressions of greeting and farewell when meeting guests in the hotel context.
2. Students will be able to do role-play activities as a receptionist (ex. Reservation, guest arrival, check-in, and check out.)

The Developed Coursebook Based on Needs Analysis Result

The hospitality French coursebook developed consists of four units, table 3 below describes the details of the content of the projected hospitality French coursebook.

Table 5. The Content of Hospitality French Coursebook

UNIT	TOPIC
Unité 0 Les Sons du Français (Unit 0 The Sound of french)	
Unité 1 Premiers Contacts (Unit 1 First Meeting)	1.1 Saluer (Greeting)
	1.2 Épeler les Noms (Spelling names)
	1.3 Se Présenter (Introducing ourselves)
	1.4 Présenter quelqu'un (Introducing others)
Unité 2 Réservation (Unit 2 Reservation)	2.1 Réservation à l'hôtel (Reservation in the hotel)
	2.2 Demander et Dire l'heure (Asking and telling time)
	2.5 Réservation au restaurant (Reservation in the restaurant)
	2.6 Refuser une reservation (Declining reservation)
Unité 3 Check-in & Check-	2.7 Accueillir les Clients à l'Hôtel (Welcoming

out	guests in the hotel))
	2.8 Accueillir les clients au restaurant (Welcoming guests in the restaurant)
	2.9 Décrire les plats (*Explaining menu*).
Unite 4 La Direction (Unit 4 Direction)	2.10 À l'hôtel (in the hotel)
	2.10 À la ville in the restaurant)

The activities in the coursebook designed in this study cover the pre-beginner levels of French language learners for the hospitality context which can be done individually or in pairs/group. The basic principle in developing the content of the French coursebook for a beginner is that the students are provided with comprehensible input without the production requirement until they are ready to go on speaking.

> *Typically in these programs, a learner who is tested as a beginner spends at least three months just being exposed to the language mostly produced by their teacher before they see any written text or are required to speak. The language is made accessible through actions, pictures, films, and videos where the teacher explains what is happening (learners are not expected to understand dialogue) and realia. (*Tomlinson, 2014*).*

For example in each topic in the French coursebook (see the example in appendix 1.) the students are exposed to some dialogs related to the topic. The activities are listening and repeating the lectures or practicing the dialogues in front of the class.

Related to the topics, there are 13 topics chosen in four units (see table 3). The topics developed are aimed to lead the students to be able to communicate French while doing some tasks as hoteliers i.e. receptionists or waiters. The topics are sequenced in a logical order (Blue & Harun, 2003). Hence, the topic sequencing is based on the hotel-guest interactions order from pre-arrival, arrival, occupancy, and departure.

Some dialogs, activities, and tasks are aimed to enrich students' vocabulary related to hotel and restaurant services. Yet, several topics are more general, such as: in the 533nite 1, the greeting and introduction texts given are for any kinds of situation. As White stated the topics developed for the course should provide learning in the classroom focusing on students' and societies' present and future needs and requirements (White, 2018).

The Result of Expert Validation

The next important step conducted in this study was expert judgments. The objective of the expert judgment was to get the experts' insight about the first draft of the projected hospitality French coursebook. The items of the coursebook judged consisted of four aspects i.e. the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation of materials, and the appropriateness of the layout of materials. Table 4 below shows the result of experts' opinions related to the appropriateness of each unit of the hospitality French coursebook.

Table 6. The result of Expert Validation

Items	Unit 1	Unit 2	Unit 3	Unit 4
1. The appropriateness of the content	4.7	4.7	4.6	4.7
2. The appropriateness of the language	4.6	4,6	4.4	4.8
3. The appropriateness of materials presentation	4.7	4.7	4.6	4.8
4. The appropriateness of materials layout	4.6	4.4	4.8	4.8

Note: Maximum score is 5.0 and minimum score is 0.0

Based on the table above all the experts agreed on the appropriatness of contents of unit 1, 2, 3 and 4. It is shown on the table that the overall standards about materials presentation appropriateness were accomplished by the first draft of materials with the minimum mean is 4.4 and the maximum mean value is 4.8. Therefore, the materials presentation of the first draft of materials is categorised as appropriate based on the standard proposed by BNSP..

The Revision Based on Experts' Suggestion

Overall the experts' suggestions of the hospitality coursebook were related to the presentation of materials; the missing order of topics; the irrelevant tasks, and the misspelling of some words. Table 6 presents the evaluation and the revision of the hospitality French coursebook.

Table 7. The Evaluation and Revision of Hospitality French Coursebook

Experts' Suggestion	Revision
Add pictures for the introduction page of each unit	The picture is added
The pictures provided in this part are too many (page 3), erase some or all.	The pictures are removed.
The topic of *demander et dire l'heure* moves to unit 2 (reservation part), adds some tasks related to the theme.	The topic is moved to page 40 (unit 2, reservation), two tasks are added.
Correct some misspellings such as repetez, ecoutez (in each imperative sentence)	The misspellings are corrected. *Repetez* becomes *répétez* *Ecoutez* becomes *Écoutez*
The mini vocabulary section in each unit moves to the appendix as a mini dictionary	The mini vocabulary section is moved to an appendix
Activité 4, page 30 is too difficult for a beginner, change to a simple task.	The task is changed
Add *maps* or some interesting illustrations for activité 1,2, & 3 (page 66).	The illustrations are added.

Based on the experts' validation results, in terms of the content, language, materials presentation, and materials layout, the French coursebook developed in this study can be considered as a viable blueprint of the coursebook. Some recommendations from experts have been revised (see table 5). Conclusively, it is ready to apply in the hospitality classroom.

CONCLUSION

According to the implementation of the previous needs analysis on developing the FHS course book, it was found that (1) speaking is the top/highest priority skill that the students need, followed by listening comprehension. Therefore, when developing of French language coursebook, the learning material, as well as exercises or tasks, should be designed to address these spoken language skills needs, more specifically the skills that are needed by future hospitality professionals. (2) The information from the needs inventory of linguistic needs is used to develop what to teach (topic, grammar, vocabulary, etc), whereas the information from learning needs is used to decide the teaching method, the exercises, and the activities in the coursebook. (3) The steps applied in developing the FHS coursebook reflect the well-developed coursebook. However, further studies are still needed to see two things i.e. firstly the effectiveness of the coursebook developed to students' speaking skills. Secondly, if the steps in developing the coursebook in this study could also be applied in other French courses.

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