

A Study of Design and Development of French Training Module for Tour Guide

A Case Study in Pangandaran Regency, Indonesia

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ABSTRACT

The formal teaching of French in Indonesia has not been widely spread. For the context of Indonesia, specifically in West Java province, French is only studied in 3 universities and several high schools spread across several cities / districts. However, until now, there has not been a formal education institution that provides French language teaching in the Pangandaran Regency, where in fact, this region is an important tourism destination for West Java which is visited by many French tourists in 2019. Therefore, authors are motivated to conduct a community service by providing French language tourism training for tour guides in Pangandaran Regency. This study aims to investigate the design and development of a tourism French language training module for tour guides. The method used in this research is the Design and Development approach (Ellis & Levy, 2010) which has 6 phases, namely problem identification, description of objectives, design and development, testing, evaluation, and communicate. However, this paper will only discuss up until the third phase, design and development phase. The findings showed that the training module could be designed and developed for basic level French language training with a focus on speaking. The training materials are offered in 5 themes with 5 different objectives that are fundamental for tour guides. This research is expected to contribute to the development of French language teaching for specific purposes, especially for tour guides.

Keywords: *French for tourism, tour guide, training module*

1. INTRODUCTION

In language learning, there are several branches that differ from each other; one of them is language for specific purposes (LSP). Language for specific purposes (LSP) courses are those in which the methodology, the content, the objectives, the materials, the teaching, and the assessment practices all stem from specific, target language uses based on an identified set of specialized needs (Trace, Hudson, & Brown, 2015). Therefore, what matters in this subject is the specific learner's and their specific needs which determine all the teaching elements mentioned above.

In French language learning context, the term for this subject is known as FOS (Français sur Objectifs Spécifiques). In FOS, as well as other language for specific purposes, the specific needs of specific learners

will also depend on the needs of several specific fields, such as economics, health, tourism, and others. There are various actors who work in these fields with different roles, so they have different needs for language learning. One of the actors in the tourism sector is a tour guide.

Regarding tourism, Indonesia is one country that relies on this sector. In terms of foreign tourist visits to Indonesia, the government is targeting 20 million foreign tourists by the end of 2019, even though it turns out that this target was not met, the number of foreign tourists to Indonesia in 2019 increased compared to the previous year (Aditya, 2020).

Pangandaran is one of the important tourist destinations in West Java, visited by many foreign tourists (Tim Pikiran Rakyat, 2019). Even in 2019, many French tourists visit this region (Nurroni, 2019).

Therefore, the existence of tour guides with French language skills would be necessary. However, until now, there is no formal educational institutions that provides French language in Pangandaran regency.

Therefore, French language training for tour guide in this region is considered important so that they are ready to welcome French tourists. In this regard, it is important to provide a French training program that suits to their needs. This is the reason why the authors are motivated to conduct a community service by providing French language tourism training. In order to achieve this objective, it is important to design and develop a French training module for tour guide. It is in this context that this research is conducted. This study therefore attempts to develop a training module by asking the following research question: what kind of module is appropriate and applicable for tour guides in Pangandaran regency?

2. LITERATURE REVIEW

2.1. French for Specific Purposes

French for specific purposes known as FOS (*Français sur Objectifs Spécifiques*) is the *identique* term used in LSP (Language for Specific Purposes) subject for French language. Qotb (2008, p.57) stated that "*Le FOS s'intéresse avant tout aux besoins des apprenants (souvent des adultes et des professionnels) qui veulent suivre des formations bien ciblées compte tenu de leur temps limité consacré à l'apprentissage*" [The FOS is primarily interested in the needs of learners (often adults and professionals) who want to follow well-targeted training given their limited time devoted to learning]. Therefore, their learning needs determine the different components of the learning process.

According to Mangiante and Parpette (2004) the emergence of FOS was supported by two main circumstances. The first is that French learners spend hours over the years just getting to grips with common French. Second, there is a lot of demand from the professional world for the need for people who can speak French with specific functions. For example, a demand for people who understand French Tourism, Hospitality, Business and more.

In line with this situation, Mauricio and Andrea (2011) stated that the objective of FOS learning is that learners are able to communicate in French, both in writing and orally, in their professional or expertise, and are able to complete work tasks in a francophon environment. According to Mauricio and Andrea also said that the learning objectives of FOS are divided as follows:

- a. *besoins langagiers* (language requirements);
- b. *besoins culturels* (cultural needs);
- c. *besoins d'apprentissage* (learning needs).

Thus, we can distinguish general French (*le français général*) and FOS through the following six characteristics as follows: public, language taught, teaching program, objectives, references, and instructor. In this case, Mauricio dan Andrea (2011) stated that the fields of work that require specific French language skills are *Français des Affaires* (French for Business), *Français du Tourisme* (French for Tourism), *Français des Négociations commerciales* (French for trade agreements), *Français Médical* (French for Health), *Français du Commerce international* (French for International Trade), *Français de l'Immobilier* (French for Housing), *Français de l'Informatique* (French for Informatics), *Français de la Communication professionnelle* (French for business communication), *Français de l'Hôtellerie* (French for Hospitality), *Français de la Restaurant* (French for Restaurant), including *la Gastronomie française* (Culinary French), *Français de la Banque* (French for Banking); and *Français Juridique* (French for law).

2.2. French for Tour Guide

In the previous discussion, the French language for tourism is a part of the FOS. Meanwhile, FOS is part of the French language aimed at specific professions, according to the demands and needs of certain publics (Mangiante & Parpette, 2004). One of actors in the tourism domain is tour guide.

According to Pryen (2007) the tour guide's first role was undoubtedly to carry out the mission entrusted to him: guiding and accompanying the group on the circuit proposed in the brochure, which the customer had purchased. In this case, the guides have to guarantee the success of the trip and the safety of the participants. Beyond that, the guides talk about the atmosphere you should know how to maintain, the same treatment to offer everyone, group animation that requires interpersonal skills. In addition, other tour guide functions are representing and spreading culture, as well as guiding and carrying out its "mission" as an educator. Rabotić (2010) also stated that the role of tour guides as a mediator such as mediating access to places visited, mediating information, and mediating social interactions between visitors/tourists and local residents.

In order to accommodate those roles, a tour guide must have good language skills, especially in speaking skills. Mangiante and Parpette (2004) also add that oral communication is very important for tour guides because they have several duties as follows to become a resource for tourists in all situations during their stay at the tourist spot, to explain a description and narrative of each visit made, and to introduce and describe historical, cultural and archaeological knowledge of the places visited.

Therefore, speaking ability is a basic skill that a tour guide must have. Eckard and Kearny (1981), Florez

(1999) and Howarth (2001) define speaking as a two-way process involving a true communication of ideas, information or feelings. Scarcella and Oxford (1992) defines the skills underpinning speaking competences which shows in Figure 1.

2.3. Modular Learning

In supporting the learning of French in Tourism for tour guides, techniques and learning media are needed according to their needs. Therefore, modular learning is used which is one of the most widespread and recognized teaching and learning techniques not only in Asia but also in the United States, Australia and many other countries (Sejpal, 2013). According to Sejpal (2013) this technique also considers individual differences among learners so that each individual grows and develops at his own pace. In this technique, the learner becomes the centre of the teaching-learning process itself. Meanwhile, the instructor is the facilitator of the learning process. Not only that, this technique also requires continuous follow-up and assessment of student progress during the teaching and learning process (Dejene & Chen, 2019). This modular technique is considered suitable for identifying and integrating module components that function as a whole (Kumaravadivelu, 2012).

According to Hornby (as cited in Tedla & Desta, 2015) and Malik (2012), a module is a work unit in a subject that is virtually independent and is a teaching method based on skill building and knowledge in separate units. In line with this statement, Sejpal (2013) also explains that modules are a collection of instructional units where the teaching method is based on developing skills and knowledge in separate units.

More specifically, there are several characteristics of the module to be adopted. According to Sejpal (2013) it should be independent, self-contained, self-instructional, well defined, clearly defined objectives, concern

individual differences, association, structure sequence of knowledge, systematically organized learning opportunities, utilization of a variety of media, active participation by learner, immediate reinforcement of responses, mastery of evaluation strategy, and evaluation of the work.

According to Parlakkilic (2015), there are some points in making the module, namely: setting the objectives, content development, interactivity, activity, assessments. The elaboration of the previous points can be found in the following module forms (Maile & Cooper, 2018). For Level 1, the author of module should include these points: cover sheet, vocabulary list, learning plan, pre-test post-test, answer.

At Level 2, the module added several points such as cover sheet, vocabulary list, learning plan, information sheet, assignment sheet, job sheet, pre-test post-test, answer. At Level 3, the module will be more complete and complex with cover sheet, vocabulary list, learning plan, information sheet 1, information sheet 2, information sheet 3, assignment sheet 1, assignment sheet 2, assignment sheet 3, job sheet, pre-test post-test, answer.

3. METHODS

3.1. Research Design

This study is conducted by using Design and Development approach (Ellis & Levy, 2010). This approach offers six phases, namely problem identification, description of objectives, design and development, testing, evaluation, and communicate. However, due to the limitation of the study, in this paper authors only discuss the phases of problem identification, description of objectives, and design and development.

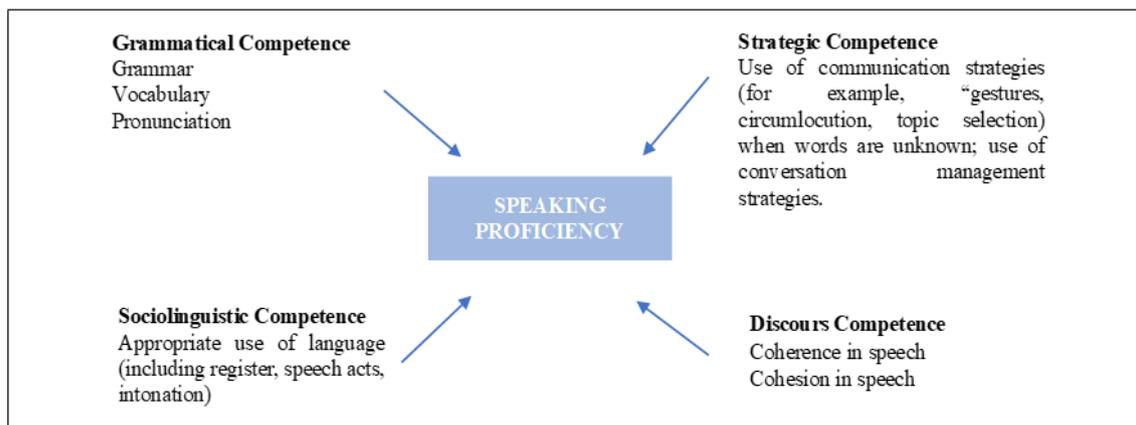


Figure 1 Skills underlying speaking competence.

Ellis and Levy (2010) stated that all problems that drive design and development research share some common characteristics. Hevner, March, Park, and Ram (2004) identified five salient factors common to problems underlying design and development studies as environmental factors such as requirements and constraints are poorly defined, an inherent complexity in the problem and possible solutions, a flexibility and potential for change of possible solutions, a solution at least partially dependent on human creativity, and a solution at least partially dependent on collaborative effort (Ellis & Levy, 2010). Once the problems are identified, it should then identify the objectives.

In this regard, Ellis and Levy (2010), found that it should be driven to answer the following question: what requirements must the product (tool, model) meet in order to address the problem? For the design and development process, there are three factors usually included such as building a conceptual framework, followed by designing the system architecture, and ending with building a prototype for testing and evaluation (Nunamaker et al., as cited in Ellis & Levy, 2010).

3.2. Data Collection and Analysis

To identify problems and objectives, researchers conduct preliminary survey in order to gather the needs analysis. A questionnaire is carried out to six tour guides randomly. This questionnaire consists of several aspects, such as:

- a. the need for French in communicating with foreigners, especially tourists;
- b. general knowledge of tour guides regarding French and its language;
- c. types of language skills, especially foreign languages (French), which really need to be developed;
- d. expectation of tour guide about learning experiences.

The results of this survey are used as the basis for designing and developing training programs in a modular system. In this case, it is in order to prepare a training module. However, in this paper, the researcher will not discuss the results of the needs analysis but will only discuss the results of the design and development of the module.

4. FINDINGS AND DISCUSSION

4.1. Problem Identification

The results of the questionnaire show that local tour guides need French to communicate with foreign tourists who speak French, both from France and from the *Francophone* (French speakers) countries. In general,

not many tour guides had been trained in French even though they already know some French words, sentences or expressions. Meanwhile, in the aspect of language skills, the majority of respondents chose the speaking skills they needed to develop more than other skills. Other identification found also that most of the respondents focus more on the conversation even though in this aspect the respondent may choose both conversation and discussion.

4.2. Description of Objectives

Based on the literature studies in understanding the role of tour guides relies on French tourism and speaking skills, there are several learning objectives that can be formulated as part of the French for tourism language training module. The main task of tour guides is certainly to assist tourists during visits to tourist attractions (Pryen, 2007). However, apart from that, they are also expected to be able to become a mediator or educator in every visit to tourist attractions, as well as to mediate information and social interactions between visitors and local residents (Rabotić, 2010). Thus, the learning objectives contained in the training module should also lead to this.

Therefore, considering that the modular learning developed is for learner with zero experience in French learning, or in other word for very beginner learners, the learning objectives that could be formulated and will appear in the French for tourism language training module for tour guides are as follow:

- a. Tour guides are able to introduce themselves, understand the names and functions of the profession in the world of tourism.
- b. The tour guide is able to have daily conversations in French.
- c. Tour guides are able to convey information about local facilities.
- d. Tour guides are able to explain cultural attractions.
- e. Tour guides are able to explain the activities that visitors or tourists can do.

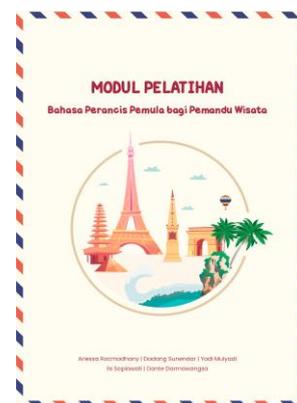


Figure 2 Modul cover.

4.3. Design and Development

Modular learning considers individual differences among learners so that each individual grows and develops at his own pace (Sejpal, 2013). In this technique, learners become the center of the teaching-learning process itself. Meanwhile, the instructor is a facilitator in the learning process. Not only that, this technique also requires continuous follow-up and assessment of student progress during the teaching and learning process (Dejene & Chen, 2019). This modular technique is considered suitable for identifying and integrating module components that function as a whole (Kumaravadivelu, 2012).

From the definition of modular learning and its relation to the previously created learning objectives, it can be seen that the tour guide as a learner is the centre of the learning process. Where learning objectives are closely related to improving the language skills of tour guides, especially in speaking skills. Meanwhile, the most suitable module structure for the Tourism French language training module for tour guides is a combination of level 1 and level 2 model from Maile and Cooper (2018).

On level 1, there are cover sheets, vocabulary list, learning plan, pre-test post-test, and answers. The cover sheet contains the main titles to be discussed and the learning objectives for the chapter. While on level 2, there are cover sheet, vocabulary list, learning plan, information sheet, assignment sheet, job sheet, pre-test post-test, answer.

The combination of the two levels that will be used in this module, namely cover sheets, vocabulary list, learning plan, information sheet, assignment sheet, pre-test post-test, and answers. According to Maile and Cooper (2018), the following are aspects that must be presented on the cover sheet, namely the program title that would apply to your self-paced learning modules, one of the module titles, introduction for your module, the module objective for this module, the overall goal of the module, the source of the specific objectives for this module, estimated time learners should need to complete this module.

The first section of module is **cover sheet**. It contains program title, module title, introduction, and module objective. Which can be seen in Figure 2. This module is a part of the program "Training for French for Specific Purposes". The module title is *Modul Pelatihan Bahasa Perancis Pemula bagi Pemandu Wisata* (Beginner French Language Training Module for Tour Guides). Then there is the learning objective as can be seen in Figure 2.

Afterwards we can enter the first chapter. For example, in chapter 1, *se présenter*, the learning objective is to train tour guides to be able to introduce

themselves and understand the names and functions of jobs in the field of tourism. Learners are also expected to complete this first chapter module in 6 lesson hours.

The second section is the **vocabulary list** which lists the vocabulary and their definitions studied and is related to the type of work in the tourism sector and the words used in self-introduction such as *bonjour, au revoir, guide touristique, agence de voyages*.

In the learning plan section, a list of the module's specific objectives, by number is created. Then expand each STUDY or DO statement. Add new statements to guide learners to other media and to other components in the module, as appropriate. There is also information sheet in the module. This section contains information necessary for the learner to meet the objectives.

The assignment sheet is made to find out whether the learner is at the level being taught or above. Assignment activities may involve software, videos, handouts, models, online resources, and other resources appropriate to the activity. Each assignment must be a valid assignment and reflect the skills required for the job or course completion.

The next section is pre-test post-test. In this section, a pre-test is held to determine the basic abilities of learners. After understanding the content of the module, there is a post-test section to measure the extent of the learning outcomes of each learner. The last section is answers. This section contains the answer key so that learners can do independent learning.

5. CONCLUSION

Modular learning is considered suitable for demand-based teaching. This technique takes into account individual differences among learners so that each individual grows and develops at his own pace. Thus, it's suitable for identifying and integrating module components that function as a whole.

A question that arises is what kind of modules of French learning are suitable and applicable for tour guides? We can therefore conclude that, based on needs analysis, speaking skills should be the target for language skills.

However, what subjects and activities to offer? By analyzing the needs analysis, as well as the theories on the main roles of a tourist guide, French tourism, and oral production skills, as well as the profile of the learners, in this case the tour guides in Pangandaran; we can conclude that the module should propose five themes with five different objectives that are fundamental for tour guides, including introducing themselves, telling themselves and the city (Pangandaran in this case), welcoming tourists, offering a tourist visit, and explaining costs and time markers.

However, this study has limitation. In this case, among the six research phases, namely problem identification, description of objectives, design and development, testing, evaluation, and communicate; the study is conducted only up until third phase, namely design and development. This is due to the fact that the research is still in progress and not yet completed. Therefore, it is recommended for the next study that the researcher should conduct the research until the final phase to give more insight about how the appropriate French module training for tour guides could contribute in training and/or enhancing communication skill the tour guides in French. This study is expected to contribute to the development of French language teaching for specific purposes, especially French for tourism.

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