

Action-Oriented Digital Textbook for French for Special Purpose (FSP) Instruction of Tourism College Students in Indonesia

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Abstract—The purpose of this study is to describe 1) the linguistic and communicative needs required by students in the context of tourism and hospitality, 2) the integration of Action-oriented approach principles into digital textbook design for practical and contextual learning, and 3) characteristics of digital learning media to improve speaking skills. This study is qualitative and uses a questionnaire research instrument on students. The results show that most students responded positively to the textbook material offered by the researcher. Students' communicative needs include various general tasks in the hospitality and tourism sector. The design of digital textbooks integrates real tasks and professional contexts into the components of the material, exercises, and evaluation of textbooks according to the needs of beginner students. The interactive learning media in the vocational field provides various digital audio and video features, which can encourage student independence in practicing speaking skills.

Index Terms—French for special purpose, digital textbook, action-oriented, School of Tourism, hospitality and tourism

I. INTRODUCTION

The rapid advancement of information technology has significantly facilitated global communication and interaction. In the 21st century, communication skills, particularly in foreign languages, have become essential for academic and professional success (Erdoğan, 2019; Nazikian & Park, 2016). Proficiency in a foreign language not only broadens access to quality education but also serves as a vital asset for individuals seeking to compete effectively in both national and international job markets, especially in the context of the Fourth Industrial Revolution (Mohd Adnan et al., 2019).

As one of the official languages of international tourism organizations such as the United Nations World Tourism Organization (UNWTO), French occupies a vital role in the provision of hospitality and tourism services. Participation in the tourism industry inherently entails engagement in international communication and cultural exchange (Blue & Harun, 2003; Davies, 2000). Professionals in this sector, including travel agents, tour guides, and hotel personnel, routinely interact with tourists from diverse linguistic and cultural backgrounds. This reality underscores the importance of incorporating multilingual education into tourism curricula to adequately prepare students for careers in the global tourism industry. The integration of multiple languages within educational programs not only broadens students' cultural awareness but also enhances their adaptability and employability in international contexts (Božinović & Sindik, 2013; Poletaeva et al., 2022).

In a preliminary observation, the researcher conducted interviews with four French language lecturers from tourism colleges to examine the availability of instructional materials for teaching French in the context of hotel and tourism education. The interviews revealed that there are no specialized textbooks tailored to the specific needs of French language instruction in the hospitality and tourism sector. Instead, teaching materials are typically compiled from various general sources, including standard French textbooks and online content. Lecturers commonly rely on PowerPoint presentations and handouts, most of which are not designed to reflect authentic professional contexts. As a result, the instructional content lacks situational relevance and fails to adequately prepare students for real-world

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communicative tasks in the tourism industry.

This issue is further compounded by the limited time allocated for French language instruction, despite the curriculum requiring the development of all four language skills: speaking, listening, reading, and writing. The media most frequently used in class consists of pre-recorded videos sourced from the internet, which offer limited interactivity and contextual immersion.

On the other hand, advancements in educational technology offer considerable potential for the development of innovative digital textbooks that are interactive, flexible, and adaptable to learners' needs. The integration of digital media with the Action-Oriented Approach presents an opportunity to enhance learner motivation and improve instructional outcomes, particularly in developing speaking proficiency.

This study aims to conduct a needs analysis that will inform the design of a digital French language textbook for students in tourism colleges, grounded in the principles of the Action-Oriented Approach. Specifically, the study addresses the following research questions:

1. What are the communicative needs of students in the hospitality and tourism context for improving their French-speaking skills?
2. How can the principles of the Action-Oriented Approach be integrated into the design of a digital textbook for French language instruction in hospitality and tourism?
3. What are the essential characteristics of digital learning media that support the development of French-speaking skills in this vocational context?

The findings of this study are expected to inform the development of innovative digital learning materials that align with the communicative needs of beginner-level French learners in vocational education. Moreover, the study contributes to the growing body of research on task-based language learning in professional and industry-specific educational settings, particularly within the field of hospitality and tourism.

II. LITERATURE REVIEW

A. French Language Learning in the Hospitality-Tourism Sector

French language instruction in the hospitality and tourism sector is classified under French for Specific Purposes (Français sur Objectif Spécifique, or FOS), a branch of French as a Foreign Language (Français Langue Étrangère, or FLE). FOS is a pedagogical approach that emphasizes the design of instructional programs tailored to learners' specific professional and communicative needs. It focuses on discourse analysis, aligning language instruction with workplace demands by integrating professional contexts into language learning (Magiante & Paarpette, 2004). To effectively meet learner needs, the FOS framework follows five developmental stages: identifying training demand, conducting needs analysis, collecting data, processing data, and designing appropriate instructional programs (Boukhannouche, 2018; Gahmia, 2009; Qotb, 2007). This approach integrates domain-specific grammar and vocabulary with cultural knowledge relevant to professional environments (Kalu & Umukoro, 2024). It also emphasizes the development of key competencies, including communication skills, digital literacy, and autonomous learning, by employing methodologies rooted in authentic data and contextualized language use (Lojacono, 2011). The FOS approach is learner-centered and incorporates authentic materials, task-based instruction, and practical activities that facilitate the real-world application of language skills (Smimah & Bahmad, 2023).

In the context of hospitality and tourism, communicative competence is essential for tasks such as welcoming and serving guests, handling reservations, conducting check-ins and check-outs, providing information on hotel facilities and tourist destinations, and managing guest complaints using appropriate and comprehensible language (Arsiyana & Hernadi, 2020; Ratmanida et al., 2020). Communication in this field extends beyond hotel operations to include tourism-related roles such as travel agents, tour operators, guides, and receptionists at various attractions. These roles require effective communication regarding cultural, historical, religious, and natural sites, as well as transportation and accommodation services (Hammouri, 2022). Internally, hospitality professionals must be proficient in communication within operational departments such as front office, housekeeping, engineering, security, food and beverage services, and marketing, each of which plays a critical role in ensuring seamless service delivery and guest satisfaction (Krstic et al., 2015; Putu et al., 2023).

B. Action-Oriented Approach in Language Teaching in Textbooks

The Action-Oriented Approach (AOA), or *actionnelle* approach as outlined in the Common European Framework of Reference for Languages (CEFR), presents a pedagogical shift in language education. This approach views language as both a social practice and a tool for purposeful action (Beacco et al., 2005). Learners are regarded as social agents who use language to accomplish tasks in real-life contexts, thereby rendering the learning process more authentic and applicable (Aggoun, 2024; Triên & Cao, 2018). While both the communicative and action-oriented approaches aim to improve language proficiency, they differ in emphasis. The communicative approach centers on interaction and sociocultural competence, whereas the action-oriented approach focuses on using language to complete meaningful, task-based projects (Alrabadi, 2013; Kaliska, 2016). The latter emphasizes practical language application through contextual projects, enhancing learner autonomy and intercultural awareness (Barri, 2013; Chafiri, 2024; Saydi, 2015).

Research shows that the Action-Oriented Approach positively influences learners by fostering real-world engagement, promoting independent learning, and improving sociolinguistic and pragmatic competence (Mohammed Ismail & Prasantha Kumar, 2024).

In terms of implementation, Puren (2010) identifies eight key features of AOA-aligned textbooks: collective project work, social actor training, group autonomy, authentic tasks, learner independence, communication in service of action, detailed instructional guidance, and self-assessment.

To effectively integrate AOA into textbooks, Acar (2020) suggests converting communicative tasks into mini-projects, typically positioned at the end of each unit to encourage collaboration, autonomy, and accountability. Puren (2010) further recommends that textbooks offer multiple project options with accompanying resources, allowing learners to contribute to the creation of their learning materials. The transition from traditional Presentation–Practice–Production (PPP) models to project-based models is also encouraged. Moreover, the integration of digital technology facilitates access to authentic materials and fosters collaborative learning environments consistent with modern language pedagogy.

C. *Digital Textbooks in Speaking Skills Learning*

Instructional materials encompass all resources used by educators and learners, whether in printed form (e.g., textbooks, handouts, modules) or digital formats (e.g., multimedia content, e-learning platforms, interactive applications), and are instrumental in achieving educational objectives (Kosasih, 2020; Prastowo, 2013). Digital textbooks are particularly effective in language instruction as they integrate multimedia elements tailored to learners' didactic and pedagogical needs, allowing for dynamic interaction with both text and media (Duvnjak et al., 2022). Digital textbooks offer several advantages. First, they enhance student engagement through multimedia features such as audio and video. Second, they support interactive learning through tools for note-taking, annotation, and collaborative discussion. Third, they are accessible across various devices and formats, offering flexibility and convenience. Fourth, they are cost-effective and environmentally sustainable. Lastly, they promote portability and unrestricted access, supporting continuous learning beyond the classroom (Mashfufah et al., 2019). The design of digital textbooks should adhere to key principles emphasized by UNESCO, including accessibility, media integration, interactivity, personalization, and coherent learning design that aligns with learners' cognitive processes and educational standards (Kodlyuk & Chekrii, 2021). Additional considerations include aligning content, multimedia, and technological components to enhance user experience and pedagogical effectiveness (Ran & Jinglu, 2020).

The integration of digital technology has transformed language teaching methodologies. Digital learning tools, including digital textbooks, promote authentic language use and create interactive environments that foster learner autonomy and motivation (Merzifonluoğlu & Gonulal, 2018; Zulaeha et al., 2023). By offering immediate access to diverse learning resources and supporting the use of real-world language, these technologies not only facilitate language acquisition but also contribute to the development of autonomous and self-directed learners (Đđ, 2022; Kern, 2024).

III. METHOD

A. *Research Design*

This qualitative study employed a survey method to examine the need for a digital textbook focused on French-speaking skills within the framework of the Action-Oriented Approach. The primary research instrument was a student-centered needs analysis questionnaire designed to identify learners' needs, challenges, and expectations. This analysis served as the foundation for designing instructional materials aligned with the targeted competencies (Wickramage & Gunasinghe, 2024). Data collection was conducted in January 2025, involving a total population of 116 students from four private tourism colleges in Indonesia: AMPTA Yogyakarta Tourism College, API Yogyakarta Polytechnic, Ambarukmo Yogyakarta College, and Sahid Surakarta Tourism College. Given the relatively small population size, a total sampling technique was employed, whereby all members of the population were included as research participants (Sugiyono, 2019).

B. *Research Instruments*

The research instrument utilized in this study was a structured questionnaire, administered via Google Forms. The questionnaire was developed based on the study's objectives and comprised two primary dimensions, further categorized into six key aspects: material needs, exercises, assessment, content presentation, visual design, and language use. These aspects are detailed in Table 1. Prior to data collection, the instrument underwent a validation process involving three experts in the fields of French as a Foreign Language and Hospitality and Tourism Education. This step was undertaken to ensure the content validity and reliability of the questionnaire, thereby enhancing the credibility of the findings.

TABLE 1
SURVEY FRAMEWORK

Dimension	Aspect	Survey Content	Survey Form
Conditions of the Lecture: French Language Skills, Tourism, Hospitality	Constraints in learning speaking skills Availability of teaching materials Learning effectiveness	Difficulty in speaking French for beginner students	Multiple responses
		Availability of teaching materials that are appropriate to Tourism and Hospitality students' needs	Multiple responses
		Types of learning resources Learning media Time and intensity of French-speaking practice	Multiple responses Alternatives Alternatives
Characteristics of action-oriented digital textbooks.	Action-oriented textbook specifications	Materials in the professional field of Hospitality and Tourism	Multiple responses
		Sociolinguistics and Pragmatics in Hospitality Tourism	Multiple responses
	Digital textbook model	Exercises	Multiple responses
		Evaluation	Multiple responses
		Language instruction	Multiple choice
		Function specifications and specification of a digital textbook	Multiple responses
		Presentation of a digital textbook	Multiple responses

C. Data Analysis Techniques

The data analysis procedure in this study involved several sequential steps. First, respondents were asked to complete the questionnaire. Upon collection, the data were organized and classified into relevant categories, as reflected in the accompanying tables. This was followed by a descriptive analysis to summarize the findings. Quantitative data were processed using percentage-based calculations to illustrate distribution patterns across responses. The subsequent steps involved the interpretation and synthesis of the results, leading to the formulation of conclusions. The percentage was calculated using the following formula:

$$P = f/N$$

P: Percentage

f: frequency of answer

N: number of answers

IV. RESULTS

The research analysis results of the need for digital textbooks for French-speaking skills based on Action-oriented are presented in the following findings.

A. Constraints on Learning French Speaking Skills

TABLE 2
CONSTRAINTS ON FRENCH LANGUAGE LECTURES IN TOURISM AND HOSPITALITY

Question	Answer	n	Percentage
Can the French support a career in Tourism and Hospitality?	Yes	89	71
	No	23	20
	Do not know	11	9
What difficulties do you often face when learning French?	Pronunciation	94	81
	Grammar	74	64
	Vocabulary	88	76
	Afraid of being wrong	82	71
Is French material appropriate for the world of work in the Tourism and Hospitality sector?	Very	19	22
	Appropriate	64	40
	Not Appropriate	33	28

French is one of the compulsory foreign language courses offered in tourism colleges, alongside English, Japanese, and Mandarin. Students generally hold a positive perception of French language instruction, recognizing its importance as part of their broader multilingual training. However, as beginners who are encountering French for the first time, many students face considerable challenges due to the structural and phonological differences between French and Indonesian. While Indonesian belongs to the Austronesian language family, French is a Romance language derived from the Indo-European family. These linguistic differences, particularly in phonetics, make pronunciation one of the most significant barriers to learning. Additional difficulties include limited vocabulary, complex grammatical structures, and psychological barriers, such as anxiety and fear of mispronunciation. Furthermore, the instructional materials used in French for Tourism and Hospitality courses have not sufficiently addressed the specific communicative contexts relevant to the field. Instead, much of the content remains at a general, foundational level. This gap is also reflected in the syllabus, which does not fully integrate authentic scenarios or situational language use that aligns with students'

professional needs in the hospitality and tourism sectors.

TABLE 3
USE OF MEDIA AND LEARNING RESOURCES

Question	Answer	n	Percentage
What learning resources do lecturers use in French language courses?	web	74	64
	compilation of teaching materials (hand out)	86	74
	YouTube	75	65
What learning media are used in lectures?	PowerPoint	92	79
	videos	52	45
	WhatsApp	58	50
	google meet	46	40

The instructional resources utilized by lecturers primarily consist of handouts compiled from various online sources, including grammar-focused platforms such as *françaisfacil.com*. Additional materials are drawn from reference books and specialized French textbooks (e.g., *méthode de français tourisme*) that correspond to specific themes within the tourism and hospitality domain. During face-to-face instruction, lecturers frequently employ PowerPoint presentations and video content, often sourced from platforms like Youtube, as core teaching aids. In blended or remote learning contexts, social media tools such as WhatsApp are commonly used to facilitate the submission of audio-based speaking assignments. Additionally, Google Meet serves as the primary platform for delivering synchronous online instruction.

TABLE 4
LEARNING EFFECTIVENESS

Question	Answer	n	Percentage
Is the time provided in lectures adequate to learn French effectively?	Yes	27	23
	No	82	71
	Do not know	7	6

The time allocation for French language instruction is approximately 100 minutes per week, delivered over the course of two consecutive semesters. However, the scheduling of French courses varies among institutions, with offerings distributed across the first to the third year of study. The allotted instructional time is widely regarded as insufficient, particularly for the development of productive language skills such as speaking. This limitation is especially pronounced given that French is a newly introduced foreign language for most students, resulting in a high level of dependence on in-class instruction and guidance from lecturers.

This reliance is further exacerbated by the limited availability of learning facilities and resources that support independent language acquisition. As a result, students have few opportunities to practice and reinforce their skills outside the classroom, thereby impeding their overall language proficiency development.

B. Specification of Actionnel-Based Textbooks

The development of the textbook is guided by the principles of the Action-Oriented Approach, specifically adapted to the context of hospitality and tourism education. These principles are operationalized through the design of instructional materials, learning activities, and assessment components. The following section outlines the key content areas, types of exercises, and evaluation strategies integrated into Action-Oriented (actionnel-based) textbooks designed for students in tourism and hospitality programs.

TABLE 5
CONTENT REQUIREMENTS FOR ACTION-ORIENTED DIGITAL TEXTBOOK

Question	Answer	n	Percentage
What materials are needed to support professionalism in the field of tourism and hospitality?	Guest Service	74	64
	Front Office	97	84
	Food and Beverage	79	68
	Housekeeping	72	62
	Tour guide	81	67
	Travel Agent	64	55

The tourism and hospitality sectors are interrelated yet distinct domains. Tourism encompasses a broader spectrum of activities, including travel, leisure, and cultural experiences, while hospitality focuses specifically on the provision of services that enhance the quality of a guest's stay, particularly within hotel environments. Within a hotel, operations are divided among various departments, each with specific roles and responsibilities. Guest service personnel are typically the first point of contact, welcoming guests upon arrival, assisting with their luggage, and directing them to appropriate services such as the front office or security. The front office is the most guest-facing division, responsible for functions such as check-in, check-out, reservations, and handling inquiries. The food and beverage department manages dining services, including meal preparation and delivery. Housekeeping is responsible for maintaining cleanliness and room amenities to ensure guest comfort. In addition to hotel operations, students in tourism colleges are also introduced to broader aspects of the tourism industry, such as the roles of tour guides and travel agents. This integrated instructional

approach is intended to equip students not only with the competencies needed for hospitality positions but also with the skills required for guiding tours and organizing travel services, thereby broadening their professional qualifications and career opportunities.

TABLE 6
COMMUNICATION SKILL IN HOSPITALITY AND TOURISM

Question	Answer	n	Percentage
What communication skills are needed in the guest service division?	Welcoming guests	98	84
	Providing tourist information	92	79
	Pick-up and drop-off service	79	68
What communication skills are needed in the front office division?	Guest registration check-in, check out	107	92
	Guest bill payment	84	72
	Providing information about prices, hotel facilities, restaurant operating hours	98	84
	Handling reservation process directly or by phone.	107	92
	Handling guest complaints	86	74
What communication skills are needed in the food and beverage division?	The waiter greets and directs guests to the dining table	89	77
	Provides menus and records orders	92	79
	Serves food and ensures orders are complete	96	83
	Provides food or drink recommendations	95	81
	Room service staff accepts orders for those who want to enjoy meals in the guest room	84	72
What communication skills are needed in the housekeeping division?	Handling guest complaints, cleaning dirty equipment, or replacing damaged equipment	97	84
	Serving requests for additional room equipment such as sheets, pillows, etc.	97	84
	Asking guests about the room cleaning service schedule	86	74
	Offering assistance to guests	84	72
	Providing information on the use of hotel facility		
What communication skills are needed as a travel agent?	Greeting guests at the office	98	84
	Asking about travel needs	105	90
	Offering tour packages	108	93
	Explaining service prices	96	83
What communication skills are needed as a tour guide?	Welcoming tourists	104	90
	Delivering itinerary (travel plan)	98	84
	Explaining tourist attractions	108	93
	Explaining transportation	93	80

Guest service, in a broader sense, encompasses all hotel personnel who interact directly with guests to ensure the delivery of high-quality service. In this context, guest service specifically refers to front-line staff such as security personnel, doormen, and bellboys (or porters), who are responsible for greeting guests upon arrival, assisting with luggage, and directing them to appropriate hotel services. Effective communication in this role includes welcoming guests warmly, for instance, using phrases such as *“Bonjour Monsieur! Bienvenue à l’hôtel Mercure”*, providing local tourist information, coordinating transportation services, and handling reservations for various hotel facilities.

The front office (FO) division is considered the central hub of guest interaction, primarily staffed by receptionists who manage check-ins and check-outs, process reservations, respond to guest inquiries and complaints, and handle billing transactions. Therefore, the essential communication skills required for this division include handling phone and in-person reservations, providing information about hotel amenities, and resolving guest issues, all of which demand situational fluency and politeness in French.

In the food and beverage (F&B) division, communication tasks involve welcoming guests, guiding them to their tables, presenting menus, taking orders, serving food, and offering menu recommendations. In-room dining services also fall under this division. For instance, when receiving guests at the restaurant, staff may use expressions such as *“Bonjour Monsieur, bienvenue au restaurant de l’Hôtel Mercure. Vous êtes seul?”* followed by *“Suivez-moi, s’il vous plaît. Voilà votre table.”* Upon seating the guest, the waiter may say, *“Voici à la carte. Souhaitez-vous un apéritif ou un verre d’eau?”* These communicative tasks require familiarity with vocabulary related to menu categories (e.g., appetizers, main courses, desserts, beverages) and expressions for offering and describing food items.

The housekeeping division is responsible for ensuring room cleanliness, replenishing amenities, reporting lost items,

and fulfilling guest requests for additional items or services. A typical communicative interaction may occur as follows: a guest states, “*Bonjour, Monsieur, Service d’étage, la salle de bain de ma chambre 305*”, to which the staff responds, “*D’accord Monsieur, je vais nettoyer la salle de bain tout de suite.*” To perform effectively, housekeeping staff must be equipped with terminology related to room types, furnishings, and bathroom supplies, as well as appropriate phrases for offering assistance.

Although travel agents and tour guides fall outside the immediate scope of hotel operations, these roles are included in instructional materials due to the multidisciplinary backgrounds of students, who may major in Hospitality, Hotel Management, or Travel and Tourism Business. For travel agents, essential communication tasks include greeting clients, identifying travel needs, presenting tour packages, and explaining service fees. Tour guides are responsible for welcoming tourists, outlining itineraries, and providing explanations of tourist destinations and transportation options. Vocabulary instruction in this context includes terms related to scheduling, locations, transport, and pricing critical for developing fluency in tourism-specific communication.

TABLE 7
SOCIOLINGUISTIC AND PRAGMATIC KNOWLEDGE

Question	Answer	n	Percentage
Is sociolinguistic knowledge needed in the context of hospitality tourism communication?	Really need	25	21
	Need	72	62
	Do not need	14	12
	Really do not need	5	4
Is pragmatic knowledge needed in the context of hospitality tourism communication?	Really need	41	35
	Need	62	53
	Do not need	10	9
	Really do not need	0	0

Sociolinguistic and pragmatic competencies are integral to authentic communicative tasks, particularly in professional contexts such as hospitality and tourism. Effective communication requires an awareness of language appropriateness relative to situational factors, levels of formality, and intercultural norms. In French, politeness (*la politesse*) is a central cultural value that influences language use. For instance, the pronoun *tu* is used in informal settings, while *vous* is reserved for formal or respectful interactions. Similarly, greetings such as “*Bonjour*” or “*Bonsoir*” are essential at the beginning of conversations, particularly in formal contexts, where omitting such expressions may be perceived as impolite.

Mastery of polite language structures is also crucial. Common expressions such as “*Je voudrais...*” (I would like...) and “*s’il vous plaît*” (please) demonstrate courtesy, while phrases like “*Je suis désolé(e)*” (I am sorry) are used to express regret or decline requests politely. Developing sociolinguistic and pragmatic awareness enables students to navigate culturally appropriate communication, which is especially important in the hospitality and tourism industry, where professionals routinely interact with guests from diverse linguistic and cultural backgrounds. Thus, the integration of these competencies into language instruction not only enhances learners' communicative effectiveness but also fosters cross-cultural sensitivity essential for global employability.

TABLE 8
EXERCISES IN DIGITAL TEXT BOOK

Question	Answer	n	Percentage
What kind of exercises are needed to practice speaking French?	Functional grammar	99	85
	Thematic vocabulary	105	90
	Pronunciation	76	65
	Conversation repetition	52	45
	Roleplay		
	Conversation with simple scenarios	73	63
	Composing dialogues in various scenarios	47	40
		42	36

The textbook is designed with a primary focus on developing students' speaking skills. In alignment with the principles of the Action-Oriented Approach, which emphasizes the use of language in authentic communicative contexts, the textbook incorporates a range of activities intended to enhance oral proficiency and learner motivation. Pronunciation practice is a foundational component, particularly to introduce phonemes that do not exist in the Indonesian language system. These include, for example, the voiced postalveolar fricative [ʒ] as found in *Bonjour* and *voyage*; the uvular fricative [ʁ], produced in the throat, as in *réserve* and *arrive*; and the nasal vowel [ɛ̃] as heard in *matin* and *vin*. Role-playing is employed as a pedagogical strategy to simulate real-life scenarios, thereby increasing learner engagement and contextual awareness. Repetition drills are also used to improve students' accuracy in pronunciation and intonation, particularly at the beginner level. In addition, structured conversation exercises and dialogue composition based on simple scenarios help students internalize basic language structures and become familiar with communication in professional settings. To support fluency development, these oral activities are complemented by targeted instruction in thematic vocabulary and functional grammar, ensuring that students acquire both linguistic competence and communicative confidence.

TABLE 9
EVALUATION IN DIGITAL TEXTBOOK

Question	Answer	n	Percentage
What evaluations are needed in textbooks?	Self-evaluation	96	83
	Conversation with audio simulation	79	68
	Presentation with audio	69	59
	Project assignment with scenario	72	62
	Project assignment video	59	51

The evaluation components of the textbook are designed in accordance with the principles of the Action-Oriented Approach, with a particular emphasis on self-assessment and task-based performance. Self-evaluation plays a central role in fostering learners' metacognitive awareness and promoting autonomy in language learning. Through regular reflection on their progress, students are encouraged to take greater responsibility for their own linguistic development.

In addition to self-evaluation, project-based assessments constitute the core of the evaluation strategy. These projects are closely aligned with authentic communicative tasks encountered in professional hospitality and tourism settings. Examples of such tasks include role-playing scenarios such as welcoming guests at hotels, introducing tourist attractions, and presenting travel packages. These activities are designed not only to assess speaking proficiency but also to mirror the real-world demands of the industry.

Students are encouraged to submit their project work in video format, allowing for greater flexibility and authenticity in demonstrating spoken interaction. Other preferred forms of speaking skill assessment include simulated conversations using audio prompts and oral presentations recorded with audio. These formats offer opportunities for evaluating pronunciation, fluency, and communicative appropriateness in context.

TABLE 10
LANGUAGE OF INSTRUCTION IN TEXTBOOKS

Question	Answer	n	Percentage
What language of instruction is used in textbooks??	Full French	14	12
	French and Indonesian	102	88

The intended users of the textbook are beginner-level students who are newly introduced to the French language. According to the findings presented in Table 10, students expressed a preference for a bilingual approach to the language of instruction, incorporating both Indonesian and French. Indonesian serves as the medium for explaining theoretical concepts, grammatical structures, assignment instructions, and learning objectives, thereby facilitating students' comprehension of the material. Conversely, French is used for presenting technical terminology relevant to the hospitality and tourism sectors and for encouraging active engagement in speaking practice. This bilingual approach supports both cognitive understanding and communicative competence, particularly for novice learners transitioning into a professional language context.

C. Model of Digital Textbook

The digital textbook represents an important innovation in contemporary education, including in the domain of language instruction. It offers significant advantages in terms of accessibility, allowing students to engage with learning materials through a variety of electronic devices. Moreover, digital technologies enable the integration of interactive features such as multimedia elements, including images, audio, and video, which enhance comprehension and learner engagement. One of the key strengths of digital textbooks lies in their flexibility. By supporting both in-class and independent learning, they promote student autonomy and facilitate continuous language practice beyond the traditional classroom environment. This adaptability makes digital textbooks particularly well-suited to the evolving needs of learners in vocational education contexts such as hospitality and tourism.

TABLE 11
DIGITAL FUNCTIONS AND VISUAL PRESENTATION

Question	Answer	n	Percentage
What digital functions are needed in textbooks?	Ease of installation on various devices	106	91
	Ease of navigation	102	88
	Has elements (audio/video)	108	93
	Facilitates user interaction	97	84
	Provides facilities for practicing speaking (pronunciation, dialogue)	89	77
		102	88
How is the visual presentation of the textbook?	Clear and readable text	99	85
	Attractive fonts	87	75
	Organized images	78	67
	Color harmony	83	71
	Illustration suitability to material	92	79
	Image sharpness	86	74
	Layout consistency	74	64
	Graphic alignment to learning objectives	72	62
Responsive design	85	73	

V. DISCUSSION

This study underscores the critical need for a digital textbook designed to support the development of French-speaking skills among students in tourism and hospitality programs, using the Action-Oriented Approach. The findings suggest that speaking should be prioritized as the central skill in French language instruction for tourism students, as it constitutes the core medium of professional communication (Ahmed, 2020; Gibbs & Sagrista, 2020; Nguyen et al., 2024). However, beginner-level students often struggle with speaking due to difficulties in pronunciation, limited vocabulary, and anxiety about making errors (Darmawangsa et al., 2020). These challenges are further exacerbated by the lack of instructional materials specifically tailored to the communicative demands of the hospitality and tourism industry.

Students responded favorably to the proposed digital textbook model, which integrates principles of the Action-Oriented Approach, including real-world tasks, context-based language use, and interactivity. The textbook is structured around authentic communication scenarios relevant to hospitality and tourism settings, such as guest services, front office operations, food and beverage service, housekeeping, and roles within travel agencies and tour guiding. Students also expressed a strong preference for digital features that include video and audio practice materials, interactive assignments, and simulations, tools that can foster autonomous learning and sustained engagement.

This research contributes to the growing body of literature on vocational language education, particularly in the field of hospitality and tourism.

Previous studies have emphasized the value of aligning language instruction with real-world professional contexts to enhance students' employability (Bilodid & Vorobel, 2022; Božinović & Sindik, 2013; Poletaeva et al., 2022). There remains, however, a significant need for instructional resources that effectively bridge the gap between academic language learning and practical application, especially in specialized sectors such as tourism (Hanak, 2021; Titthongkam & Walsh, 2010). The integration of digital technologies and multimedia elements, particularly through digital textbooks, has been shown to improve learner engagement and outcomes (Duvnjak et al., 2022; Merzifonluoğlu & Gonulal, 2018). This study offers a more targeted approach by applying the Action-Oriented framework, which remains underexplored in the context of vocational foreign language education.

The study's findings have several pedagogical implications. First, the integration of the Action-Oriented Approach in textbook design can significantly enhance students' speaking competencies through meaningful, task-based assignments that mirror real professional environments. Second, incorporating multimedia elements and interactive features can boost student motivation, encourage independent learning, and provide a more immersive educational experience. Third, the inclusion of sociolinguistic and pragmatic competencies can better prepare learners for authentic cross-cultural communication in global tourism contexts. Digital textbooks, therefore, hold significant potential as instructional tools that connect theoretical knowledge with practical language use.

Nevertheless, this study is not without limitations. It was conducted among a relatively small number of tourism colleges located in Yogyakarta and Solo, Indonesia—both recognized as important centers of tourism education, yet limited in regional diversity. Although the sample size of 116 students is adequate for exploratory research, it may not capture the full range of experiences and needs across diverse educational institutions. Additionally, the reliance on self-reported data introduces the possibility of response bias. The focus was also limited to beginner learners and did not address more advanced language needs or specialized fields.

Future research could expand the scope of this study by examining the effectiveness of Action-Oriented digital textbooks in other professional domains such as medicine, law, or international relations. Furthermore, the integration of advanced technologies—such as Virtual Reality (VR) and Augmented Reality (AR)—offers promising avenues for enhancing interactive, immersive language learning experiences tailored to specific vocational contexts.

VI. CONCLUSION

French is a foreign language for Indonesian learners, and one of the primary challenges in its instruction, particularly within hospitality and tourism programs, is the limited availability of context-specific teaching materials. This limitation has hindered the effectiveness of French language instruction at tourism colleges. In the context of vocational education, however, foreign language learning plays a crucial role in supporting students' professional readiness for specific industries.

To address this gap, French language instruction in tourism colleges must be designed to meet the dual demands of beginner learners and the communicative competencies required for professional environments. Accordingly, the development of a digital textbook has been centered on speaking skills, which are fundamental to workplace communication. The textbook is informed by the principles of the Action-Oriented Approach, which views learners as social actors who use language as a tool to complete real-world tasks. This pedagogical orientation not only fosters learner autonomy and motivation but also ensures that language learning is relevant and applicable to students' future careers. Ultimately, the integration of the Action-Oriented Approach into textbook design seeks to create a contextualized and experience-based learning environment. By aligning instructional content with professional communication scenarios in the hospitality and tourism sector, the textbook aims to equip students with the linguistic and cultural competencies necessary to succeed in the global workforce.

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