

Vocational Foreign Language Teaching for Business Life: A Document Analysis

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Abstract

In today's world, globalization and scientific and technological advancements led many professions to adopt an intercultural structure on the international stage. To be efficient and successful in business life, it is now necessary to have a strong command of international jargon, as well as knowledge and experience in the relevant profession. To survive business life, where the competition increases day by day, it became a necessity to keep up with professional developments at a global scale and to adapt to innovations and changes. Proficiency in a vocational foreign language is considered an important requirement to achieve these goals. A textbook, which was prepared for teaching French as a vocational foreign language for A1/A2 beginner level by following the standards in the Common European Framework of Reference for Languages, was examined in the present study by using the document analysis technique. The chapters and the tasks, activities, and practices that comprise these chapters were identified. Moreover, their contributions to improving both linguistic and communicative skills in professional fields were revealed. Finally, suggestions were made on how the results obtained from this study could be integrated into different stages of educational institutions.

Keywords: Vocational foreign language teaching, communicative skills, business life.

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İş Hayatına Yönelik Mesleki Yabancı Dil Öğretimi: Bir Doküman Analizi

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Öz

Günümüz dünyasında bir yandan küreselleşme diğer yandan bilim ve teknolojiadaki ilerlemeler birçok meslek dalının uluslararası platformda kültürlerarası bir yapıya bürünmesine neden olmuştur. İş hayatında etkin ve başarılı olmak için artık çalışılan meslek dalında, bilgi ve tecrübe kadar uluslararası jargona da hâkim olmak gerekmektedir. Rekabetin her geçen gün arttığı iş hayatında var olabilmek, global düzeyde mesleki olarak gelişmeleri takip etmek, yenilik ve değişimlere ayak uydurmak artık bir gereklilik halini almıştır. Bu hedefleri gerçekleştirebilmek için mesleki yabancı dil bilmek önemli bir ihtiyaç olarak görülmektedir. Bu çalışmada Avrupa Dilleri Ortak Çerçeve Programı'nda yer alan standartlara göre A1/A2, başlangıç seviyesi için mesleki yabancı dil olarak Fransızca öğretimine yönelik hazırlanmış bir metot kitabı incelenmiştir. Söz konusu kitap incelenirken doküman analizi tekniğinden yararlanılmıştır. Bu kitapta yer alan bölümler, bölümleri oluşturan görev, etkinlik ve uygulamalar belirlenmiş ve mesleki alanlardaki hem dilsel hem de iletişimsel becerileri geliştirmeye yönelik katkıları ortaya konmuştur. Çalışma sonunda ulaşılan bulguların eğitim kurumlarının farklı aşamalarına nasıl entegre edilebileceğine dair öneriler geliştirilmiştir.

Anahtar Sözcükler: Mesleki yabancı dil öğretimi, iletişimsel beceriler, iş hayatı.

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Introduction

The business world, as its name suggests, is a social and public sphere, encompassing social and public relations. Therefore, in line with the social, historical, and cultural aspects of individuals and their various needs, it is in direct relationship with disciplines such as economics, law, and politics. Whether a product or a service is offered to meet a need, the common ground in the business world is the relationships between individuals. The importance of communication comes to the forefront in interpersonal relations in the business world because behaviors are as important as verbal language in interpersonal relations. Furthermore, as stated in the definition of the business world, knowledge, mastery, and the ability to express oneself correctly in different fields of work are required. In business life, verbal expressions or behaviors that are misunderstood or perceived differently may result in important setbacks or errors.

The most important step in establishing healthy and effective communication without any misunderstanding is competence in using a foreign language. Proficiency in a foreign language not only allows individuals to communicate with people from different cultures, but also offers opportunities for literary development, employment prospects, equal opportunities, mobility, and social and economic development (Gallagher, 2004). In addition, individuals need a vocational education with a solid foundation in their field in order to be successful in their professional lives. Encompassing general and professional knowledge needed by professionals, vocational education is designed to develop knowledge, skills, competence, understanding, attitude, and work habits, including relevant applied sciences (Ünlüönen & Boylu, 2005). Throughout the vocational education process, individuals are equipped with the essential knowledge and skills they will need in their future careers. Individuals become ready to work in their chosen field upon completing their educational program.

Moreover, having a grasp of the terminology used in the relevant line of business, as well as knowing a foreign language in general, is now considered an important need for individuals in the business world to keep up with global advancements, update their knowledge, adapt to the changes, and to thrive in working life where competition increases day by day. This need led to the emergence of profession-oriented foreign language teaching, which differs from general foreign language education (Hutchinson & Waters, 1987). Vocational foreign language teaching aims to achieve more specific and needs-oriented outcomes in comparison to general foreign language teaching. Needs analysis is one of the most important criteria to be considered while preparing a program in language teaching (Gökçe & Batman, 2015). Vocational foreign language teaching for business life incorporates structures and uses for specific fields and situations.

The definition of a vocational foreign language is made for English, the most spoken language in the world, as follows. Vocational English refers to the English that students use for specific professional purposes. This language allows students to focus on communicating globally in their field studies (Ronaldo, 2016). As stated by Tomlinson (2023), English for Specific Purposes is an umbrella term that conveys the teaching of English to students who are learning the language for a particular work- or study-related reasons. In this respect, unlike classical foreign language teaching, vocational foreign language teaching aims to provide basic language skills (reading, writing, listening, and speaking), as well as field knowledge and communication skills for any line of business. Vocational foreign language teaching plays a very important role in institutions at different stages of education (Alkol & Deniz, 2021; Özer & Yılmaz, 2017; Kınısız, 2005). Therefore, it is deemed useful to integrate it systematically into the curriculum.

The communication skills of individuals facilitate their relationships in business and social spheres and improve employees' work efficiency, particularly in professions where human relations are important (Korkut, 2005). For this reason, the teaching process for learners progresses in a communicative needs-oriented manner in line with their specific objectives, and in a way that will be directly useful for their business life. At this point, the importance and function of foreign language courses prepared only for special professional groups, e.g. language courses for specific purposes, become evident. In higher education institutions, the relevant faculty or department offers foreign language courses to students in line with their future professions. For instance, in vocational English

courses taught in tourism faculties (Gökçe & Batman, 2015) along with general language skills, students are also taught professional skills such as welcoming guests, making reservations, checking in and out of hotels, answering the phone, giving information about the business and the facility, giving directions to guests, providing information about a touristic place or product, responding to guests' requests and complaints, explaining menus and food contents, and expressing personal opinions.

Just as in general foreign language education, the development of the four fundamental language skills (listening, writing, reading, and speaking) is also supported in vocational foreign language instruction. Moreover, language learners improve their knowledge of the grammar rules, vocabulary, and pronunciation of that foreign language. Given the multicultural structure of the business world, another primary objective of vocational foreign language education is to equip the individual with intercultural communication skills. In essence, with its focus on understanding the societal, psychological, and linguistic rules of interacting cultures, and on fostering respect for cultural differences (Cazabon, 1992), intercultural communication is the most important approach for effective communication on an international level. Regardless of the field of work, such as commerce, law, tourism, etc., business partnerships and service exchanges between individuals can progress healthily through an intercultural approach. Accordingly, vocational foreign language serves the purpose of keeping up with the international language used in scientific and technological advancements in the business world (Xuemi & Wenzhang, 2019). In other words, competence in vocational foreign language enables adaptation to the language use that is influenced and updated by the modern world, rapidly advancing with scientific and technological developments.

In this context, it is important to use authentic materials appropriate to the linguistic and logical context of a particular discipline in the process of vocational foreign language teaching. It is functional to choose method books and manuals designed to train experts, who have professional skills and knowledge of foreign languages focused on the business field in question.

Objective and Research Questions

This study aims to analyze the content, activities, and practices of a textbook, which was particularly prepared for teaching French as a foreign language, in terms of the development of communicative skills. The book is titled "Objectif Express 1 Le monde professionnel en français A1/A2" and was published by Hachette Publishing House in 2022. According to the criteria of the Common European Framework of Reference for Languages, this book was prepared with a task-based approach to quickly provide linguistic and communicative skills to individuals in the business world or who are preparing for business life at the A1 and A2 (beginner) language levels. In the present study, a task refers to any deliberate action that is deemed essential to achieve a certain outcome based on solving a problem, meeting an obligation, or reaching a goal set for the foreign language user, who is considered a social actor in society (Common European Framework of Reference for Languages, 2001). Each task includes sub-sections including know-how in social skills, vocabulary, grammar, verb conjugations, phonetics, and videos.

While analyzing the book, this study focused on the following questions in particular:

1. What are the intended outcomes for language learners in "Objectif Express 1 Le monde professionnel en français A1/A2"?
2. What are the themes used in "Objectif Express 1 Le monde professionnel en français A1/A2" to achieve these outcomes?
3. What kind of practices are used in "Objectif Express 1 Le monde professionnel en français A1/A2" to achieve the outcomes identified in the book?

Method

The present study has a qualitative design. Qualitative design entails research that employs qualitative data collection techniques such as observation, interview and document analysis, and a qualitative process to reveal perceptions and events within a natural environment from a realistic and holistic aspect (Yıldırım & Şimşek, 2013). The document analysis technique, which is a method

frequently preferred in qualitative research, was used in the present study. In its simplest form, document analysis is defined as the examination of written materials containing information about the phenomenon or phenomena to be studied. This technique is widely used in qualitative studies since it provides in-depth information about the phenomenon under investigation. Therefore, in the field of education, educational programs, course contents, the effectiveness of a given education, and educational practices can be studied by using the document analysis technique (Ramazan et al., 2021). Document analysis is a systematic process for reviewing or evaluating documents. Similar to other analytical methods in qualitative research, document analysis also requires the examination of printed and electronic materials.

Validity in qualitative studies is related to the accuracy of the results (Kabakçı Yurdakul, 2013) and means the suitability of the tools, processes, and data (Leung, 2015). Determining validity and reliability in qualitative research methods seems rather elusive. One of the primary reasons is its qualitative nature; hence, the reliability of the research is often questioned by positivists, and the concepts of validity and reliability are approached similarly in studies based on other research paradigms (Shenton, 2004). In this context, the criteria included in the CEFR were used as evaluation criteria when examining the book content in this qualitative study.

According to the CEFR (2001), the intercultural competence skill mobilizes knowledge (knowledge of the target culture and the culture reference), know-how (ability to communicate effectively in specific contexts), and finally the interpersonal skills (positive attitudes towards others, as well as a decentering from one's own culture). An action-oriented approach was adopted in CEFR regarding the acquisition of this skill. In this approach, the language user is considered a social actor who interacts with the target language and culture with his words as well as his behavior outside the classroom environment. In the analysis portion of this study, the criteria included in the CEFR were taken as reference as a criterion of validity. It is based on the content of the reviewed book being compatible with the skills knowledge, know-how, and interpersonal categories in CEFR. The book examined in this study also supports the principle of the action-oriented approach. The figure below illustrates this principle.

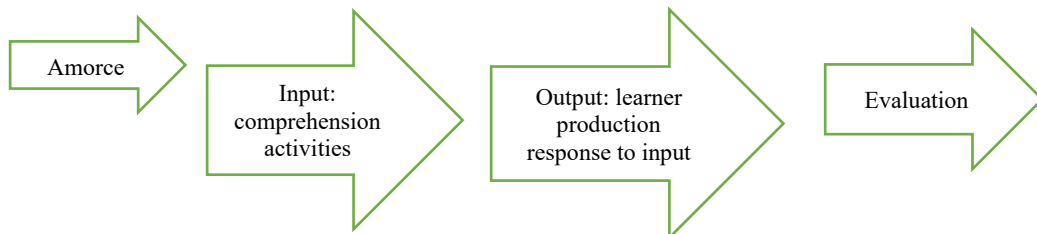


Figure 1. Procedure for implementing the action-oriented approach (Onillon & Grünblatt, 2022)

In qualitative studies with different paradigms, the dependence of reliability on measurement techniques and/or its reduction to repeatability is challenging and epistemologically intuitive (Leung, 2015). In qualitative studies, facts are constantly analyzed depending on the person and the context; repeated studies on the same population may not yield the same results and different researchers may perceive and interpret the same data differently (Kabakçı Yurdakul, 2013).

Therefore, in qualitative studies using the document review method, it is necessary to make a different definition of reliability in the field. As stated by Hammersley (2006), reliability refers to the ability of samples to be tested by different observers assigned to the same category by the same observer on different occasions. It represents the degree of consistency. Therefore, consistency is the key to reliability in qualitative research.

To ensure the reliability of this study, the content of the book was presented to an expert in the field for review based on the 3 criteria given in the CEFR and the action-oriented approach process phase. The evaluations of the expert and the researcher were compared and the common results were included as the result of this study.

Results

The results obtained through the analysis of the book “Objectif Express 1 Le monde professionnel en français A1/A2” are given below by making use of the deduction perspective. Based on this perspective, starting from general information about the book, more detailed contextual information is presented. The third edition of the book “Objectif Express 1 Le monde professionnel en français A1/A2” was published as in 2022 by Hachette Publishing House in France. This edition includes updates and additions. Consisting of 176 pages in total, the book contains a total of 30 chapters, 18 for A1 level and 12 for A2 level. Divided by the task names with task-based (action-oriented) approach, each chapter is composed of the skills and knowledge, vocabulary, grammar, verb conjugations, and phonetics to help with the specified task. At the end of each three chapters, there are videos that are thematically aligned with the tasks in these chapters. These videos are completely authentic documents without any instructional purposes. All of the videos are real-life materials used in everyday life in regions where the target language is spoken. At the end of the book, there is a practice test prepared by Paris Île-de-France Chamber of Commerce and Industry (CCI) to prepare language learners for the Diplomas in French for Professions (DFP) - Business A1. This chapter is followed by a grammar index section, comprising the last three pages of the book. Inside of the back cover is a map of France with the main cultural symbols, and small images showing the location and cultural symbols of its overseas territories, including Guadeloupe, Guyana, Réunion, Martinique, and Mayotte. The book contains 150 activities that language learners can perform autonomously. A 32-page booklet with print-outs and answers to these activities is also included in the book.

The chapters of the book “Objectif Express 1 Le monde professionnel en français A1/A2”, the tasks designed for the language user in each chapter and the content/activities selected to accomplish these tasks are presented in the tables below.

Table 1. Tasks and skills included in the book for A1 level

Task	Target Skill
Introducing yourself	Greeting
	Introducing yourself
	Indicating profession
Giving personal information	Indicating employer, department, place of work or residence
	Indicating nationality and languages spoken
	Indicating field of study
	Indicating duration
Introducing a person	Indicating availability
	Greeting (2)
	Introducing a person
Asking for personal information	Talking about professional activities
	Indicating a plan
	Asking for personal information
	Asking about modes of transport
Planning actions	Indicating a mode of travel
	Indicating transport activities
	Asking about actions to be done
	Assigning tasks
Making a decision	Indicating actions to be done
	Expressing agreement
	Making an offer
	Expressing agreement (2) / disagreement
Describing a workplace	Asking for / expressing price or budget
	Expressing likes and preferences
	Exchanging needs and wishes
	Describing a workplace
	Expressing understanding
	Expressing absence
	Expressing agreement (3)

Giving instructions	Indicating the reason for a situation or an action Giving instructions Indicating a goal Greeting and saying goodbye in an e-mail
Ordering a dish	Indicating the stages of a meal Indicating the ingredients of a meal Ordering a dish
Solving problems	Indicating an excess Indicating a mode of travel (2) Specifying a context Making general recommendations
Attending a meeting	Asking about location Asking about time Indicating meetings Giving business information Introducing a person (2)
Describing activities	Locating Giving explanations Indicating a goal (2) Describing learning
Leaving a phone message	Introducing yourself on the phone Indicating the reason for a phone call Confirming / canceling / postponing an appointment Ending a phone message
Comparing products and services	Indicating a function Indicating an approximate price Indicating a delivery time Making comparison
Giving advice	Advising for Advising against Indicating moments Indicating habits
Telling an experience	Giving a positive review Giving a negative review Talking about past actions Expressing satisfaction / dissatisfaction
Presenting your career	Describing your education Describing your career Describing your professional skills Describing your personal qualities
Talking about holidays	Talking about holidays Making a recommendation Indicating weather

* *Note:* In the table, the numbers in parentheses next to target skills represent the number of times that skill is used in that chapter.

1. What are the intended outcomes for language learners in “Objectif Express 1 Le monde professionnel en français A1/A2”? The answer to this question is the skills targeted to achieve the tasks in the tables. Although the focus is on speaking (oral expression skills), it aims to develop writing (written expression skills), reading (written comprehension skills), and listening (oral comprehension skills) skills. It was observed that these outcomes focus on improving interaction and intercultural communication skills through language learning in line with the selected task and targeted skills.

As seen in Table 1, it consists of topics selected in accordance with the A1 language level. In this context, the book begins with four target skills given under the task “introducing yourself”, which is the first stage in learning a foreign language. This section continues with the following tasks,

respectively: giving personal information, introducing a person, asking for personal information, planning actions, making a decision, describing a workplace, giving instructions, ordering a dish, solving problems, attending a meeting, describing activities, leaving a phone message, comparing products and services, giving advice, telling an experience, presenting your career and talking about holidays.

Each chapter starts with an authentic visual document and continues with examples of discourse/expressive structures and vocabulary activities. Immediately after the vocabulary activities, there are two practice sections for the productive skills required for the task specified at the beginning of the chapter. One of them activates writing skills, while the other activates oral expression skills. Subsequently, grammar topics that support the spoken language needed for the task are explained using rules and examples. In the verb conjugation section that follows, the required verbs and conjugations are shown under the same theme and task. At the end of each chapter, there are exercises for the language learner to do autonomously. Then, there is a small section for language learners to independently assess the skills they have acquired regarding the chapter outcomes, where they can mark a “smiley face” emoji if they think the process has been successful and a “sad face” emoji for an unsuccessful one.

As seen in Table 1, the topics are given in order from simple to difficult. An average of four skills are targeted to perform each task. Only four tasks are exceptions in this respect: describing a workplace and attending a meeting have five targeted skills; ordering a dish and talking about holidays have three. In all targeted skills, exercises address four basic language skills of the language user (writing, reading, speaking, and listening). For example, introducing yourself (speaking and writing skills), asking about modes of transport (speaking and listening skills), and ordering a dish (reading and speaking skills). However, it was determined that the most practiced skill was speaking skill.

Table 2. *Tasks and skills included in the book for A2 level*

Task	Target Skill
Presenting a product	Indicating the physical characteristics of an object
	Indicating the components of a product
	Indicating advantages
	Indicating dates and deadlines
Expressing good practices	Congratulating
	Giving advice for (2)
	Giving advice against (2) or warning
	Making a reminder
Describing an outfit	Expressing a need
	Describing clothes
	Asking about a choice
	Indicating a choice and preferences
Describing a work experience	Commenting on an outfit
	Describing your education (2)
	Describing your career (2)
	Indicating past routine tasks
Expressing your opinion	Describing your professional skills (2)
	Expressing your enthusiasm
	Complaining / expressing dissatisfaction
	Expressing agreement (4)
Talking about a journey	Expressing disagreement (2)
	Expressing your opinion
	Asking about quantity
	Expressing a feeling or idea
	Describing your arrangements
	Talking about actions and describing past situations

Describing a job	Asking politely
	Enumerating actions
	Describing your education (3)
	Giving information about salary
	Reacting in a conversation
Discussing about education	Making a reminder (2)
	Expressing need
	Reacting with a short response
	Asking about a need
Choosing an activity	Offering an activity
	Responding to an offer
	Giving explanation
	Reporting words
Organizing an event	Using conventional phrases in a formal e-mail
	Planning future actions
	Indicating those who are responsible for an action
Discussing about your health	Describing physical pain
	Indicating a position
	Indicating movements
	Making a recommendation (2)
	Indicating an approximate measure or duration
Describing behaviors and habits	Asking about the meaning
	Asking about habits
	Indicating frequency
	Describing character and behavior

* *Note:* In the table, the numbers in parentheses next to target skills represent the number of times that skill is used in that chapter.

2. What are the themes used in “Objectif Express 1 Le monde professionnel en français A1/A2” to achieve these outcomes? The themes chosen to answer this question are shown in Table 1 and Table 2. The themes were chosen from the basic communication topics of daily life that are suitable for the language level of the book (A1 and A2) and for using the target language at the simplest level.

As seen in Table 2, it consists of topics selected for the A2 language level. Therefore, the topics aim more advanced language level than those given in Table 1. This section begins with four target skills given under the task “presenting a product”. A total of five skill acquisitions, including indicating the physical characteristics of an object, indicating the components of a product, indicating advantages, indicating dates and deadlines, and congratulating, are aimed under this task. The section continues with the following tasks, respectively: expressing good practices, describing an outfit, describing a work experience, expressing your opinion, talking about a journey, describing a job, discussing education, choosing an activity, organizing an event, discussing your health, and describing behaviors and habits. In this section, as in the A1 level, each task generally consists of four targeted skills. However, there are exceptions in this section: Expressing your opinion, describing a job, and discussing your health have five targeted skills; organizing an event has three.

As seen in Table 2, the subjects selected for this section, which is A2 level, prepare the language user to use the four basic language skills at a more advanced level. Discussion activities, in particular, require a much more effective and comprehensive use of oral language. In addition to reading, writing, speaking, and listening skills, these discussion activities strengthen the interaction between speakers in the target language. Moreover, more detailed skills are targeted in describing activities.

Table 3. Videos and their contents in the book

Video No.	Video Name	Content
Video 1	My creative video CV	Introducing yourself
Video 2	70% of Belgians drive to work	Public transport
Video 3	Alsatian restaurant – Behind the scene	Running a restaurant
Video 4	Going zero-waste – Tuto	Recycling
Video 5	Keep your hand in – How to make a sales appointment	Techniques for making
Video 6	Job interview – Tips from Yoann Provenzano	Tips for interviews
Video 7	Good manners for career activities: Attire	Choosing appropriate attire for work
Video 8	The office of tomorrow	The office of the future
Video 9	Marius meets Loïc, the criminal lawyer	Professional orientation
Video 10	Intercompany occupational health services: Which missions?	Occupational health

3. What kind of practices are used in “Objectif Express 1 Le monde professionnel en français A1/A2” to achieve the outcomes identified? It was determined that there are specific applied activities for business life, based on the objectives that the language user should acquire under each task. For example, keeping a meeting report for a new boutique to be opened on the “planning actions” task is an example of these practices. Here, the language user is expected to keep a detailed report detailing the participants, the program flow and preparation phase, the actions to be taken, and the people responsible for these actions. Here, the student, who is a language user, has to use his professional knowledge, as well as his language skills, especially writing skills.

Another example from a different profession is a real estate agent determining the needs of his client and recommending a suitable place for him to rent. Here, too, the language user must use his/her language skills, especially speaking skills, as well as his or her knowledge of the real estate industry. In another sector, as someone working in a medical laboratory, the language user is required to leave a phone message for a patient regarding their tests, cancel an appointment, and order the use of recyclable medical gloves. This exercise also offers a functional activity that covers both language skills and specialty skills found in the book. To answer this question, the practices in the book were analyzed.

As seen in Table 3, there is an authentic video at the end of each one of the three chapters (thematic divisions). All these videos are authentic documents. They reflect concrete examples of daily life in communities where the target language is spoken, and those of real-world situations in the business world. Therefore, none of these videos are artificially crafted materials prepared for instructional purposes; on the contrary, each video serves as a tool to demonstrate real communication scenarios an individual may encounter in their professional life. These videos start with an engaging example of CV preparation and subsequently cover topics such as private vehicle use in the city, operation of restaurants offering catering services in places like work and schools, zero-waste projects for recycling, techniques for scheduling sales appointments, essential tips for job interviews, choosing appropriate outfit for work, the features of the future office, professional orientation, and occupational health. They complement the theoretical information provided within the chapters with visual and auditory segments from real life. In these videos, language learners have the opportunity to observe different usage levels and accents of the target language.

These videos start with an example of how to prepare an interesting CV. Since the most important stage when starting a business life is the job application process, the subject was determined in line with the vocational foreign language course. Then, the issue of transportation to the workplace was discussed. The issue of transportation was chosen as an example that directly affects performance in business life. This issue is supported by the use of private vehicles in the city. Then, a video is included that talks about operating restaurants that provide catering services in places such as workplaces and schools. When it comes to shared sharing in business life, the first thing that comes to mind is the field information about restaurants, explained with examples. An up-to-date video explaining zero waste projects for recycling, which should raise awareness in every business line today, was preferred. Then, a video was used to cover sales appointment planning techniques that will guide language users in the busy environment of business life. Then, videos are included in the

interviews that cover topics that are extremely important in every line of business, regardless of field of expertise. These videos discuss basic tips for job interviews, choosing appropriate clothing for work, features of the future office, and professional guidance, respectively. In the last video, occupational health, which is a current issue that directly concerns everyone in business life, was chosen as the subject. All videos are based on real-life experiences. These audiovisual materials offer the language user the daily-life equivalent of the theoretical information given in the book. On the other hand, since language learners have the opportunity to observe different usage levels and accents of the target language, both basic language skills and communicative skills are strengthened.

Discussion, Conclusion and Recommendations

In the modern world, which has an intercultural structure due to the effects of globalization and scientific and technological advancements, a strong command of international jargon, as well as knowledge and experience in the profession, is a requirement in order to be productive and successful in business life. Otherwise, it is not possible to be successful in the business world, where competition increases day by day, to follow professional developments on a global scale, and to keep up with changes. Vocational foreign language proficiency is seen as an important need to achieve these goals. In this context, a textbook prepared for teaching French as a vocational foreign language for the A1/A2 beginner level following the standards in the Common European Framework of Reference for Languages was examined in the study. The following conclusions were made based on the results obtained from the analysis.

Learning outcomes are the goals that are expected to be achieved by the student after the teaching process is completed. In this book, the outputs are mentioned under each task. Focused examples selected are given for the use of reading, writing, listening, and speaking language skills in business life. In order to achieve these goals, different areas of expertise are focused on within the scope of vocational foreign language teaching. In order to achieve the desired behaviors through the selected themes (business lines), exercises that address both linguistic and communicative skills are included. These exercises aim to establish accurate and fluent interaction in the target language in professional life. It prepares the student to use both written and spoken language effectively, appropriate to the environment, and supported by professional knowledge. Therefore, vocational foreign language teaching is based on addressing the needs of learners since it combines both linguistic skills, grammar, and domain-specific knowledge (Aisyah et al., 2024; Tursunovich 2023; Trace et al., 2015; Kınısız, 2005). Indeed, for certain sectors that have a multicultural character such as tourism, international relations, law, and economics, a general understanding of a foreign language is not enough to fully meet the needs (Tividad,2024; Chostelidou, 2011). Therefore, specialized language teaching materials and curricula should be prepared for language learners' specific language learning goals (Temizyürek et al., 2015).

It was determined that all the themes in this book were chosen for the development of intercultural communication skills specified in the CEFR. Themes selected from different dimensions of the target culture have content enriched with the source culture of the language user and other cultures. The themes are all up-to-date and authentic. This situation has given education an international dimension and established a balance of supply and demand, leading to the development of vocational foreign language teaching/learning (Uber Grosse & Voght, 2012). In addition, it was concluded that the book examined in this study is a correct choice in terms of criteria such as suitability, coherence, readability, and creativity of materials (Syahid et al., 2024), which are highly important for the resource used in vocational foreign language teaching. All of these variables not only support the fluent and enjoyable flow of lessons but also enhance students' participation and motivation.

Based on this information, the book examined in this study addresses the real needs in real communication situations that language users who learn French as a vocational foreign language may encounter in business life. It adopts an inductive approach to enhance learners' professional knowledge, vocabulary, grammar, and verb conjugation through tasks that activate communication skills specific to their professions. Besides, the inductive approach in teaching grammar ensures that the rules and structure of the language being learned are taught in a simple-to-complex order, and as a

result, learning becomes more permanent (Ke, 2008; Morrison, 2005) The activities and exercises in the phonetics section help learners recognize the phonetic structure of the target language, and improve their pronunciation skills autonomously. The oral production activities in the book not only enhance learners' speaking skills but also convey important information about the culture and social structure of the target society through a selection of visuals. A language user, who knows the rules and structure of the target language, expresses themselves accurately and appropriately in professional correspondence, benefiting from knowing both domain-specific vocabulary and usages peculiar to written language. It supports the development of both writing and reading comprehension skills of the language user. As a result of all these contributions, the book examined in this study was found to offer comprehensive and intensive content for French as a vocational foreign language. Thus, it contributes to learners' written and oral language skills by autonomously improving the four basic language skills. Furthermore, it supports individuals' intercultural communication skills, which also makes it a useful and functional resource.

Therefore, all the activities in this book are exercises that prepare the language user to be autonomous and support communication skills, as well as language skills. The projects at the end of the unit are useful practices for putting the knowledge and know-how acquired by the language user into practice. While carrying out these projects, the language user also has the chance to self-evaluate. As a result, it was determined that the book examined in this study answered all three of the research questions. The book is functional for professional foreign language use since it serves the needs of the language user (Arifin et al., 2022; Purwanti, 2019). In the book in question, learning outcomes, themes, and practices supporting the action-oriented approach described in the CEFR and the development of intercultural communication skills in professional foreign language teaching are presented comprehensively and systematically. Moreover, it is thought that including activities and practices in the examined book, which require students to come up with a solution by exposing them to various situations encountered in business life, supports the development of critical thinking skills in students. Indeed, students receiving education in vocational schools are directly oriented toward entering the business world. Therefore, they need to have critical thinking skills, which are necessary in every branch of professional life (Pujati et al., 2024).

In effective vocational foreign language teaching, the competence level of teachers, who teach the lesson and hold a strategic position, is also a criterion that is as important as the resources used. The effectiveness of teachers who teach the subject at universities plays a significant role both professionally and in terms of the foreign language being taught. However, it is important to improve the self-efficacy of teachers working in foreign language teaching at secondary vocational schools since teachers' teaching self-efficacy is a determinant of the quality of foreign language teaching. In order to improve their self-efficacy, it is necessary to develop the spiritual culture of the school, the material culture of the school, and the system culture of the school (Zhang & Sihes, 2024). In vocational foreign language teaching, deficiencies in the structure of the program, suitability of materials for the purpose, curriculum, and assessment criteria hinder the successful implementation of the process. On the other hand, it is noteworthy that there are not enough studies in the Turkish literature aiming to solve this issue (Alkol & Deniz, 2024). At this point, it is thought that making tailored adjustments and changes both institutionally and among the teachers who will teach these courses will play an effective role in ensuring the effective and correct progression of the process.

Several recommendations were developed considering the data obtained from this study. In today's multicultural world, Türkiye interacts with various nations in diverse fields; therefore, it is recommended that vocational foreign language courses, particularly at higher education institutions, be systematically integrated into the curricula at different academic levels (associate, undergraduate, graduate) to raise individuals who can be successful in business life in the international arena. To systematically conduct vocational foreign language courses, books that simultaneously provide basic language skills and communication skills along with subject-matter knowledge should be preferred. One of the primary criteria in the preferred books should be to include examples that will support intercultural communication skills while conveying up-to-date information on a global scale. It should be ensured that books that serve as basic resources in vocational foreign language courses include not only theoretical but also practical activities.

For vocational foreign language courses to be conducted systematically and purposefully for all appropriate languages, specialized training can be provided for the language teachers who will teach these courses. Various collaborations, language workshops, and field trips can be organized by exchanging ideas and establishing interaction through these trainings. If conditions are improved, then it might be possible to develop applications where vocational foreign language courses can be given online or via remote access, allowing individuals to complete the process remotely with the support of books with accurately determined goals and effective activities to achieve these goals. The results obtained in this study are limited to the book called “Objectif Express 1 Le monde professionnel en français A1/A2”, which is used in teaching professional French as a foreign language for the A1/A2 language level, according to the criteria of the Common European Framework of Reference for Languages. However, in line with the above-mentioned suggestions, materials used in the vocational teaching of different languages can be analyzed in the future, and scale studies can be conducted to evaluate the common effectiveness of all foreign language books and courses that offer vocational education.

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