

Integrating a French for Tourism Curriculum Based on SDGs to Enhance Communication Skills of Vocational Students'

Lina Syawalina^{1*}, Mohammad Ali²

^{1,2}Indonesia University of Education, Indonesia

*Corresponding author. Email: linasyawalina@upi.edu ©

ABSTRACT

This study aims to design a French for Tourism curriculum model based on the Sustainable Development Goals (SDGs), oriented toward improving students' speaking and writing proficiency in vocational higher education. The research is motivated by the gap between students' communication skills and the professional demands of the tourism industry, where French language competence remains below expected standards. The novelty of this study lies in integrating SDGs-driven communicative tasks into vocational French language teaching, a dimension rarely emphasized in previous curriculum models. Employing the Borg and Gall (1983) Research and Development (R&D) model, this study integrates the principles of *Education for Sustainable Development (ESD)* and the *Sustainable Development Goals (SDGs)*, particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). The curriculum model was developed through stages of needs analysis, design, expert validation, and revision, ensuring its relevance and feasibility for vocational French education. The expected outcome is a validated micro-curriculum framework that enables measurable improvements in students' communicative performance, particularly in task-based speaking and writing activities related to tourism contexts. It is also expected to enhance learners' awareness of sustainability and ethical responsibility, thereby supporting the integration of SDG values into vocational foreign language education. This study contributes both conceptually and practically to developing communicative and sustainability-oriented foreign language education relevant to the evolving needs of the tourism industry.

Keywords: *French for Tourism curriculum, SDGs, speaking and writing proficiency, sustainable tourist, vocational education*

1. INTRODUCTION

The tourism sector has become one of Indonesia's strategic economic pillars, contributing significantly to national development and employment opportunities (UNWTO, 2023). This growth increases the need for vocational graduates who possess strong foreign language communication skills, particularly in major international languages used in tourism contexts such as French. As emphasized by Richards (2021) language learning in vocational settings must prioritize practical, task-based communicative abilities to prepare students for workplace demands. In many vocational higher education institutions in Indonesia, however, French for Tourism instruction still focuses predominantly on general linguistic competence rather than operational communication, limiting students' readiness for authentic tourism interactions.

This condition contributes to the persistent gap between students' communicative performance and the expectations of the tourism industry. According to Rahmawati (2022) vocational students often face challenges in performing spontaneous spoken interactions, fulfilling service-oriented communication tasks, and composing professional written messages. Furthermore, the shift in global tourism toward sustainability and responsible practices requires graduates to possess not only linguistic competence but also intercultural sensitivity, ethical awareness, and sustainability-oriented decision-making (UNESCO, 2021). Yet, these elements remain insufficiently integrated into many existing curriculum models for French for Tourism.

The Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), provide a strong mandate for improving the relevance and impact of vocational foreign language education (Nations, 2020). Embedding SDG values within a language curriculum encourages learners to engage with issues of sustainability, responsibility, and global citizenship. The principles of Education for Sustainable Development (ESD) emphasize transformative learning, critical reflection, and real-world application all of which can be incorporated into communicative language teaching through scenario-based and problem-oriented tasks (Tilbury, 2020). However, existing literature on French for Tourism indicates a lack of models that systematically integrate SDGs-driven communicative tasks (Munir & Fauzi, 2023).

To address these gaps, this study develops a micro-curriculum model of French for Tourism based on the SDGs, designed to improve vocational students' speaking and writing performance in tourism-related communicative tasks. The curriculum development process adopts the Borg & Gall (1983) Research and Development (R&D) model, which remains widely used in curriculum innovation studies due to its systematic stages of needs analysis, design, validation, and revision (Akker et al., 2020). The novelty of this study lies in embedding sustainability oriented communicative tasks that reflect SDG values into the core structure of vocational French language learning, an aspect that has received little attention in previous research.

The expected outcome of this study is a validated micro-curriculum framework that produces measurable improvements in students' task-based communicative abilities, especially in speaking and writing within tourism contexts. Additionally, the curriculum aims to enhance students' awareness of sustainability and ethical responsibility in professional communication, aligning with the growing global emphasis on responsible tourism (UNWTO, 2022). Conceptually, this study contributes to curriculum development in foreign language education by demonstrating how SDG and ESD principles can be operationalized within communicative language teaching. Practically, it offers a curriculum prototype that can be adopted or adapted by French

for Tourism programs seeking to enhance the relevance and quality of their instructional practices in response to industry needs and global development priorities.

2. METHODOLOGY

This study employed a Research and Development (R&D) design using the Borg and Gall (1983) model, which consists of systematic stages including needs analysis, curriculum design, expert validation, and revision. This methodological approach is widely used in curriculum innovation studies because it provides structured steps that ensure the feasibility, relevance, and practicality of instructional products (Akker et al., 2020). The purpose of adopting this model in the present study is to develop a micro-curriculum for French for Tourism based on the Sustainable Development Goals (SDGs), particularly SDG 4 and SDG 8, and to evaluate its suitability for improving vocational students' speaking and writing skills.

2.1. Research Design

The study followed four primary stages of the Borg & Gall (1983) R&D model that were relevant to the scope of curriculum development targeted in this research. The first stage, needs analysis, aimed to identify students' communicative challenges, industry expectations, and gaps in the existing French for Tourism curriculum. The second stage involved designing a micro-curriculum that integrates SDGs-oriented communicative tasks such as scenario-based role-plays, service interaction simulations, problem-solving tasks, and environmentally responsible tourism discourse. The third stage consisted of expert validation in which curriculum specialists, French language educators, and tourism practitioners evaluated the draft curriculum. The final stage included revisions based on expert feedback to improve content accuracy, task authenticity, SDG integration, and pedagogical feasibility for vocational learning settings.

2.2. Participants of the Study

Participants in this study consisted of vocational learners and expert validators. The student group comprised thirty-five students enrolled in the French for Tourism elective within the Travel Business Program (UPW) at Politeknik Pariwisata NHI Bandung. These students had completed two semesters of French as a foreign language. Purposive sampling was used to select participants who could provide relevant input on communicative needs in tourism contexts. The expert group consisted of three validators: a curriculum and instruction specialist, a French language education expert, and a tourism industry practitioner.

A preliminary diagnostic needs analysis was conducted to assess students' communicative performance in tourism-related speaking and writing tasks. The

diagnostic results are presented in Table 1 and were used to prioritize curriculum targets and task types in the micro-curriculum design.

Table 1. Preliminary Communication Performance of Students (N = 35)

Indicator	Mean	Category
Speaking: spontaneous interaction	2.72	Moderate
Speaking: service-oriented dialogues	2.85	Moderate – Good
Writing: professional message composition	2.68	Moderate
Writing: tourism-related description tasks	2.91	Moderate – Good
Overall communicative performance	2.79	Moderate – Good

The findings indicate that students possess foundational communicative skills but still fall short of industry expectations, particularly in spontaneous spoken responses and professional written messaging. These diagnostic results justify the need for task-based, SDGs-oriented instructional tasks targeted in the micro-curriculum

2.3. Instruments

Data in this study were collected using three primary instruments: a needs analysis questionnaire, expert validation sheets, and semi-structured interviews. The needs analysis questionnaire captured students' self-assessment of speaking and writing challenges, their familiarity with tourism communication tasks, and their awareness of sustainability issues in tourism. The expert validation sheets consisted of rating scales and open-ended comments assessing the curriculum's relevance, clarity, content appropriateness, SDG integration, and task authenticity.

To analyze expert evaluations, this study used Aiken's V to measure the degree of agreement among experts regarding the relevance and clarity of each curriculum component. The formula and detailed explanation of Aiken's V are presented in sub-section 2.4.

The Aiken's V results indicate that most curriculum components achieved acceptable to strong content validity (mean V = 0.77). Based on these findings and experts' qualitative suggestions, the curriculum draft was revised to enhance clarity, task authenticity, and SDG alignment prior to pilot implementation.

2.4. Data Analysis Techniques

The data in this study were analyzed using qualitative and quantitative techniques aligned with the stages of curriculum development. Quantitative analysis was conducted to evaluate expert judgments on the curriculum draft using Aiken's V, a coefficient designed to measure the degree of agreement among experts regarding the relevance, clarity, accuracy, and feasibility of each curriculum component (Aiken, 1985). Aiken's V produces values ranging from 0 to 1, with higher scores indicating stronger content validity.

Aiken's V Formula:

$$V = (\sum s) / [n \times (c - 1)]$$

where s is the score deviation from the lowest score category, n is the number of experts, and c is the number of response categories. Values above 0.70 are generally interpreted as indicating strong content validity.

Aiken's V values range from 0 to 1, where higher values indicate stronger content validity. In many R&D studies, values of 0.70 or higher are interpreted as acceptable. The evaluations from the three experts were entered into the formula to calculate V for each curriculum component; results are shown in Table 2.

A V-value of 0.67 and above is generally interpreted as acceptable, while values above 0.70 indicate strong item validity (Azwar, 2012). The evaluations from the three experts were entered into the formula to calculate V for each curriculum component, as presented in Table 2. The results were used to revise the micro-curriculum draft to improve its content accuracy, task authenticity, SDG integration, and pedagogical feasibility.

Qualitative analysis was conducted through expert comments and descriptive notes from interviews. These data were coded to identify recurring suggestions related to task clarity, sequencing of learning activities, alignment with SDG 4 and SDG 8, and the suitability of task-based activities for vocational learners. Findings from both quantitative and qualitative analyses informed the final revision of the curriculum model.

Expert Validation Results

Three experts evaluated the draft curriculum based on relevance, clarity, task authenticity, SDG integration, and feasibility for implementation in vocational French for Tourism instruction. The results are presented in Table 2.

Table 2. Expert Validation Result Using Aiken's V

Curriculum Component	Expert 1	Expert 2	Expert 3	Aiken's V	Interpretation
Learning objectives	3	4	4	0.83	Valid
Content relevance	4	3	4	0.83	Valid
Task authenticity	3	3	4	0.75	Valid
SDGs integration	4	4	3	0.75	Valid
Feasibility of implementation	3	4	3	0.67	Acceptable
Overall Mean V	-	-	-	0,77	Valid

The Aiken's V results indicate that most curriculum components achieved acceptable to strong content validity (mean V = 0.77). Based on these findings and

experts' qualitative suggestions, the curriculum draft was revised to enhance clarity, task authenticity, and SDG alignment prior to pilot implementation.

Interpretation of Validation Results

The mean Aiken's V coefficient of 0.77 indicates that the curriculum components demonstrate strong content validity and are suitable for further refinement in the revision stage. All components exceed the minimum acceptable threshold (0.67), showing that the curriculum elements learning objectives, content, tasks, and SDG integration are considered appropriate and relevant by the experts.

These findings ensure that the micro-curriculum model developed in this study is both conceptually sound and practically feasible for French for Tourism learning in vocational programs.

3. RESULT AND DISCUSSION

3.1 Results

The expert validation results indicate that the SDGs-based French for Tourism micro-curriculum model meets the criteria of validity and feasibility for implementation in vocational education settings. As presented in **Table 2**, the expert evaluation covered three main dimensions: content feasibility, linguistic accuracy, and SDGs integration. The average Aiken's V index of 0.83 demonstrates a high level of agreement among experts, indicating that the curriculum prototype is valid, relevant, and aligned with sustainability-oriented learning principles.

In addition, the preliminary needs analysis reveals that students' communicative performance in tourism-related French tasks remains at a moderate level. The mean scores for speaking and writing skills ranged from **2.71 to 2.83** on a 4-point scale. These findings suggest that although students possess basic linguistic competence, they still experience limitations in fluency, accuracy, and contextual appropriateness when performing professional tourism communication tasks in French.

3.2 Discussion

The results confirm that the integration of SDG-oriented communicative tasks into French for Tourism instruction is both pedagogically relevant and feasible. The strong expert agreement supports the view that vocational foreign language education should extend beyond linguistic mastery to include ethical awareness, intercultural sensitivity, and sustainability values. This finding is consistent with Tilbury (2020), who argues that Education for Sustainable Development requires transformative, context-based learning experiences that connect language use with real-world challenges.

Furthermore, the moderate level of students' communicative performance provides strong justification for the development of a task-based micro-curriculum. As

noted by Richards (2021), vocational language learning should prioritize authentic performance tasks that reflect real professional situations. The identified weaknesses in spontaneous speaking, service interaction, and tourism-related writing indicate that traditional grammar-focused instruction is insufficient to meet workplace communication demands.

A key contribution of this study lies in the integration of SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) within communicative language tasks. Unlike conventional French for Tourism materials that emphasize functional expressions and vocabulary, this curriculum model embeds sustainability-oriented scenarios such as eco-tourism practices, responsible service, and ethical communication in tourism contexts. This approach aligns with UNWTO (2022) recommendations emphasizing the development of tourism professionals with strong global citizenship and sustainability awareness.

Overall, these findings suggest that the SDGs-based micro-curriculum has strong potential to enhance students' communicative competence while simultaneously fostering sustainability awareness in professional tourism settings. The study contributes to the development of a more responsive and future-oriented French for Tourism curriculum that aligns with industry needs and global development priorities.

4. CONCLUSION

This study developed an SDGs-based micro-curriculum model for French for Tourism using Borg & Gall (1983) Research and Development framework. The results indicate that the curriculum prototype meets validity and feasibility standards, as demonstrated by an Aiken's V index of 0.83. Expert evaluations confirmed the relevance of integrating sustainability-oriented communicative tasks into French for Tourism instruction, while preliminary student performance data highlighted the need for improved task-based speaking and writing abilities.

Overall, this curriculum model contributes both conceptually and practically to vocational foreign language education. Conceptually, it demonstrates how SDG and ESD principles can be integrated into communicative language teaching. Practically, it offers a structured and validated curriculum that can enhance students' communicative competence and sustainability awareness in tourism-related contexts. Future research may focus on classroom implementation, student learning outcomes, and adaptation of the model to other foreign languages in vocational settings. Contains conclusions and suggestions.

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