



Volume 4	Issue 2	November (2024)	DOI: 10.47540/ijqr.v4i2.1503	Page: 124 – 134
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## When East Meets West: A Needs Analysis of Foreign Language Learning (Français) in The Philippines

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### ARTICLE INFO

*Keywords:* French Language Learning, Instructional Materials, Needs Analysis.

*Received* : 27 June 2024

*Revised* : 30 July 2024

*Accepted* : 11 November 2024

### ABSTRACT

With a focus on education and language learning in the context of the Philippines, this paper explores the blending of Western and Eastern cultures. The exploration narrows down to Isabela State University, where the study conducts a needs analysis of French language education. To identify the difficulties faced by French learners such as pronunciation problems, grammatical errors, and the limitations of traditional teaching methods the method combines questionnaires and interviews with a qualitative-descriptive design. The study highlights how crucial it is to understand students' needs, explore their difficulties, and offer suggestions for curriculum-related improvements that pinpoint important factors needed for learning French. The findings show that students struggled with a variety of linguistic competencies. Teachers are aware of the need for more comprehensive teaching materials for students, especially when it comes to grammar and pronunciation. Thus, the suggestions for material enhancements revolve around liaison, homophones, writing rules, as well as promoting conversational French. The analysis emphasizes how essential it is to implement a thorough plan that addresses the four macro skills of speaking, listening, reading, and writing. In a nutshell, the study adds to the larger discussion about the significance of foreign language education in a global setting by shedding light on the issues faced by French language learners at Isabela State University and offering specific recommendations for curriculum development and teaching materials.

### INTRODUCTION

Historically, the integration of Western and Eastern cultures has been marked by periods of exploration, trade, colonization, and conflict. In contemporary times, this integration has evolved into increasing interconnectedness and interdependence due to globalization. The 21st century is characterized by growing globalization and intercultural exchange, with languages serving as crucial bridges between diverse cultures and societies (Aperocho et al., 2023).

Western cultures, primarily rooted in Europe, have had a significant global influence, especially through the English language, which has become a global lingua franca. In contrast, Asia, known for its unique lifestyle, religious practices, and linguistic diversity, is increasingly blending with Western cultures, notably in language and education. Bolton

(2008) highlights the importance of English in Asia, emphasizing its crucial role in the global landscape. This cultural fusion suggests that mutual acceptance and understanding can lead to a more diverse and inclusive global society.

Learning English and other foreign languages offers numerous benefits. According to PeriĆ and Radic (2021), foreign language learning enhances cognitive and analytical abilities, contributes to personal growth, improves employment prospects, deepens understanding of one's native language and culture, fosters global understanding, develops life skills, and strengthens relationships with others. This is particularly evident in the growing recognition of European languages, such as German, Spanish, and French, which hold a prominent place in international diplomacy, business, and culture.

In the Philippines, the “Foreign Language Education Act” of 2009 highlighted the government's commitment to multilingualism by mandating the inclusion of foreign language electives in higher education institutions (HEIs). While this initiative aimed to equip Filipino students with global competencies, the actual implementation and impact of these programs vary across institutions. In many cases, foreign language courses often receive less emphasis compared to English. This imbalance is highlighted in a study by Kakerissa and Lengkanawati (2022), which revealed the challenges learners face, such as a lack of materials, teachers, and textbooks. Despite growing recognition of the importance of foreign languages, the gaps mentioned by Kakerissa and Lengkanawati (2022), could also hinder the successful implementation of the Foreign Language Education Act and limit students' opportunities to develop multilingual competencies.

Higher education institutions in Asia, including those in the Philippines, have integrated French into their curricula. Proficiency in these foreign languages offers numerous benefits, including enhanced cognitive functions, new opportunities in business and travel, and increased competitiveness in the global job market. This aligns with the Philippine government's vision of connecting students with the world and enhancing their global competitiveness. The program, initiated in 2009 with Spanish, has expanded to include Nihongo, French, German, Mandarin, and Korean in designated schools.

In the Philippines, specifically at Isabela State University, foreign language courses were integrated into the curriculum during the transition to the K-12 system. The introduction of French in 2020, following other languages like Spanish and Mandarin, exemplifies the fusion of Eastern and Western cultures in the Philippines. However, the diverse linguistic offerings and the limited number of instructors highlight the need for a comprehensive Needs Analysis to evaluate the effectiveness of these courses and their impact on students.

Integrating foreign languages into the Philippine higher education system aligns with global trends emphasizing multilingualism and cultural exchange. However, its successful implementation within the Philippine context,

particularly for French language education, faces significant challenges. These include an imbalance in language focus, a lack of relevant and effective French language curricula, insufficient resources, and a need for better alignment with local and national objectives. To address these issues, a needs analysis is proposed.

A Needs Analysis is crucial for the successful implementation of foreign language education in Philippine higher education. While legislation provides a framework, addressing the diverse needs of institutions and students is paramount. By identifying specific language skills and competencies required in the local context, a Needs Analysis ensures that curriculum, resources, and instruction align with both student goals and national objectives.

Specifically for French language education, a Needs Analysis is essential to bridge the gap between global trends and local challenges. It provides a data-driven basis for creating effective French language programs that enhance students' employability and intercultural competence. By understanding the specific needs of students and employers, institutions can optimize resource allocation, improve teacher training, and develop curricula tailored to student success. Most importantly, a Needs Analysis is instrumental in positioning the Philippines as a globally competitive hub for language education.

Generally, this study aims to conduct a needs analysis of students learning French as a foreign language. Specifically, it seeks to answer the following questions: (1) What are the challenges faced by students in foreign language learning (Français)? (2) What are the essential topics or necessities that are crucial for learning French? (3) What potential topics could enhance the existing curriculum?

## **METHODS**

This study employed a combination of qualitative-descriptive utilizing both a questionnaire and interview methods for data collection. However, one focus of this research is on the interview method for both students and teachers. The aim is to identify potential topics that could enhance the current curriculum for learning French and determine the essential topics or necessities crucial for teachers and students in the process of

learning French as a Foreign Language. Moreover, the questionnaire provides participants with an opportunity to express responses customized to their specific conditions without being confined to predetermined choices.

The questionnaire was adapted with minor modifications from Alsalihi's (2020) Alsalihi's (2020) study, "Main Challenges Encountered by EFL Students in Language Learning", using a needs analysis framework. Alsalihi's original work, published in the Journal of College of Education for Women in 2020, is an open-access publication. This allows the content to be freely accessed, read, and used without a subscription or purchase. However, even with open-access materials, it is crucial to follow certain academic and ethical practices. To this end, the researcher sought permission via email, explicitly acknowledged the original work as the basis for the adapted version, cited the source appropriately, and respected the terms of the open-access license. These steps demonstrate respect for the author's intellectual property and ensure transparency in the research process. The questionnaire comprises 15 items, each offering 5 scale options: Always, Usually, Often, Sometimes, and Never. The questionnaire was randomly distributed among a selected sample of students. Students were instructed to identify language learning difficulties by choosing items from the questionnaire. Their responses were collected, analyzed, and used to derive the expected outcomes.

In terms of validity and reliability, Alsalihi (2020) conducted comprehensive testing for the questionnaire. For validity, the questionnaire was reviewed by experts in the same field to gather their opinions and feedback on the relevance and accuracy of the items. The experts agreed on its suitability and considered it valid. To ensure reliability, Alsalihi employed a test-retest method. The questionnaire was administered to a group of 20 students and then re-administered to the same group after 14 days. The results indicated a strong correlation between the first and second responses, confirming the reliability of the instrument. This process ensured the validity and reliability of the questionnaire, which was then applied to a selected sample of 90 students for her study. In relation, given that this questionnaire is already an adaptation, validity, and reliability were considered acceptable.

Alsalihi's (2020) also used the criteria for determining the difficulty of items in language learning involving both the weighted average and centric weight. The weighted average, calculated by assigning a weight to each item based on a specified criterion, serves as a measure of central tendency. An item is considered difficult if its weighted average is 3 or higher. Additionally, the centric weight, determined by summing all substitutes' weights and dividing by their number, acts as an indicator of an item's overall impact. Items with centric weights of 60 or more are classified as difficult. To address the other aspect of the study, the weighted average was used to determine central tendency by assigning a weight to each item based on specific criteria. An item was deemed difficult if its weighted average was 3 or higher. This method, along with the results from the questionnaire, helps in identifying challenges students face when learning a foreign language.

Thematic analysis, as highlighted by Dawadi (2020), is an effective method for organizing and analyzing complex data sets. This approach enables researchers to identify and encapsulate key themes that emerge from the data, representing the core narratives and insights. In this study, thematic analysis was used to systematically explore and interpret qualitative data collected from students regarding their experiences and challenges in learning French. This approach gave a broad, reliable description of the student's viewpoints and further understanding of their language learning experiences by identifying patterns and themes within the data.

In the interview data collection process, purposive and convenience sampling methods were employed, similar to the approach used in the study by Kakerissa & Lengkanawati (2022). This dual-method sampling strategy ensured a diverse range of student experiences, allowing for a comprehensive exploration of themes related to the challenges in French language learning.

Purposive sampling was used to target students actively engaged in learning French and teachers who instruct French courses at Isabela State University. This targeted approach ensured that the data collected was directly relevant to the study's objectives, providing deeper insights into the unique challenges and experiences faced by both learners and educators in this specific educational context.

Convenience sampling complemented this by selecting participants based on their availability and willingness to participate, thus broadening the scope of perspectives included in the study. This method facilitated the inclusion of a wide range of student and teacher viewpoints, which is crucial for a thorough analysis of the challenges in French language learning.

As noted by Wan (2019), convenience sampling involves recruiting study participants for ease of access, typically those who are readily available during the data collection period. Given the need to reassess the status of French language learning and teaching at Isabela State University, convenience sampling was a practical choice. It allowed the researchers to quickly gather data within the time constraints, ensuring a timely reevaluation of the French language education situation at the institution.

Hence, participants were informed of the study's purpose, and their consent to participate was obtained. The study's participants include students enrolled in the Foreign Language (Français) class at Isabela State University-Main Campus for the Second Semester of 2022-2023. Teachers are also considered participants, as they will be interviewed to gather insights into potential topics that could enhance the existing curriculum and address essential topics or necessities that are crucial for teachers and students in the process of learning French as a Foreign Language.

**RESULTS AND DISCUSSION**  
**Challenges Faced By Students In Foreign Language Learning**

Learning French is a challenging process that extends beyond the study of Western culture and

involves a profound understanding of the language. Considered one of the most romantic languages in the world, French can be challenging for students with a limited linguistic foundation or unfamiliarity with the subject. In the Eastern context, and particularly in the Philippines, this difficulty becomes particularly apparent. Results indicate that some of the questions on the survey are considered challenging or present a barrier to learning a foreign language.

Similar to Alsalihi's (2020) study, "Main Difficulties Faced by EFL Students in Language Learning", determining the category of challenges in studying a language involves establishing criteria that take into account both the weighted average and centric weight. As a measure of central tendency, the weighted average is computed by giving each item a weight according to a predetermined criterion. A weighted average of 3 or more indicates that an item is considered challenging. Moreover, the centric weight which is the total of all replacement weights divided by the number of weights is a measure of the overall impact of an item. Difficulty is assigned to items with centric weights of 60 or above. It is important to take into account, nevertheless, that this study only considers the weighted average and that each item's weight is determined by a certain criterion. If the weighted average of an item is 3 or more, it is deemed difficult.

The weighted average and the category indicating whether a question on the questionnaire is difficult or not are displayed in the following table.

Table 1. The Difficulties of Foreign Language Learning

Item	Weighted Average (WA ≥ 3)	Category
1. Grammatical errors a serious problem for you?	3.22	Difficult
2. Is French speaking skill difficult for you?	3.27	Difficult
3. Interference (French) makes me confused?	3.21	Difficult
4. Writing is a major problem for you? (e.g. Conjugation/Subject- Verb Agreement)	3.07	Difficult
5. Pronunciation of words in French is difficult? (e.g. Conjugation, Accent Mark, Silent Letters, and Liaison)	3.33	Difficult
6. Can you speak French with your classmates?	2.14	Not Difficult

7. Does your environment discourage you from learning French, along with other languages?	1.67	Not Difficult
8. Is there arrogant behavior or a lack of care shown towards your French teacher?	1.15	Not Difficult
9. Are you shy to speak French because you are scared of committing mistakes?	3.04	Difficult
10. You are feeling unmotivated, which increases the chances of procrastination, low effort, and giving up on the learning process?	2.32	Not Difficult
11. Do you find it difficult to communicate in French in every situation, even everyday conversations?	3.25	Difficult
12. Does the teacher follow traditional teaching techniques? (e.g. - Limited Speaking Practice, Listening to lectures or read textbooks, Limited Use of Technology, and Rely on Memorization)	3.24	Difficult
13. Reading and understanding French text is difficult for me?	2.89	Not Difficult
14. Is it difficult to pay attention or listen to the teacher when learning French? (e.g. - Accented Speech, Speaking Pace may be Too Fast, and Complex or Unfamiliar Vocabulary)	2.01	Not Difficult
15. Does the size of the class and how crowded it is affect language learning?	1.85	Not Difficult

The table indicates that items 1, 2, 3, 4, 5, 9, 11, and 12 have been confirmed to meet the outlined criteria. These criteria involve assessing difficulty based on the weighted average, where an item is considered challenging if its weighted average is 3 or higher. The results reveal that, in line with the established criteria, students experience difficulties when learning foreign languages.

For a clearer categorization of these difficulties, the researcher used the study conducted by Chand (2021), titled “Challenges Faced by Bachelor-Level Students While Speaking English”. Chand describes that English is taught as a foreign language in Nepal, acquired at both the school and university levels either as a subject or as a medium of instruction. He also notes that English is compulsory from grade one to the university level

and serves as a major subject from intermediate to post-graduate levels in Nepal, as indicated by Sharma (1990). The prevalence of English in Nepal has been rapidly increasing, both in government and private schools. Despite the growing importance of English, there are numerous challenges in English language teaching, including issues related to curriculum, textbooks, pedagogy, and resource utilization at both school and university levels.

In relation, Chand (2021) coined and established several themes and specific causes employed by students when speaking English. On the other hand, these themes play a vital role in this needs analysis as they will easily determine the general and specific causes and difficulties of students enrolled in Foreign Language (Français). These difficulties are presented in the accompanying table.

Table 2. Themes and specific causes that students face when speaking English, as suggested by Chand (2021)

Themes	Specific Causes/Problems
Teacher and Teaching Factors	Old-fashioned teaching methods
	Lack of motivation to speak English
	High teacher talking time
	Lack of proper English environment
Mother Tongue Factor	High use of mother tongue by students
	Teachers' explanation in L1 (first language)

Poor Schooling	Students from poor schooling
Course Content Factor	Courses focused on writing, not speaking
	No speaking activities in the courses
	Lack of motivation
Classroom Culture	Linguistic deficiency
	Teacher-centered activities
	Unfavorable classroom environment
Personal Problem	Nervousness
	Lack of confidence
	Hesitation
	Anxiety
Social Problem	Fear of criticism/insult from peers
	Fear of committing mistakes
	Fear of correct pronunciation
Linguistic Problem	The problem in choosing an appropriate word
	Problem in fluency
	Mother tongue comes first in mind
	Problems in using appropriate grammatical patterns
Environmental Problems	Teaching method
	Classroom interaction
	Institutional system

The preceding table, in accordance with Chand (2021), highlights some themes along with specific causes/problems associated with learning English. These include problems with the teacher and teaching factors, such as traditional methods and a lack of motivation. Mother tongue factors, inadequate education, writing-focused course material, classroom culture issues, and personal challenges including anxiety, social barriers, language barriers, and environmental issues significantly add to the challenges that students face in learning English.

Also, the questionnaire modified from Alsalihi's (2020) study was employed in the research to get insight into specific and general

problems influencing French language learning at Isabela State University. This modification implies that a reliable and validated instrument for evaluating language learning can be used. The research additionally took into account themes mentioned by Chand (2021) to further explore the results of the study. These themes which are grounded in real-world research offer clear categorization and a practical framework for understanding the diverse facets of difficulties associated with studying French in a university setting. The table below presents an overview of the specific challenges that students encounter when learning French.

Table 3. The Challenges Faced By Students In Foreign Language Learning

Item	Question	Themes	Specific Causes
1	Grammatical errors a serious problem for you?	Linguistic Problems	Problem in fluency Problems in using appropriate grammatical patterns
2	Is French speaking skill difficult for you?	Linguistic Problems	Problem in fluency Pronunciation difficulties (Conjugation, Accent Mark, Silent Letters, Liaison)

3	Interference (French) makes me confused?	Linguistic Problems	Mother tongue comes first in mind
4	Writing is a major problem for you? (e.g. Conjugation/Subject-Verb Agreement)	Linguistic Problems	Struggle in building sentences Inability to form short sentences despite learning grammar rules
5	Pronunciation of words in French is difficult? (e.g. Conjugation, Accent Mark, Silent Letters, and Liaison)	Linguistic Problems	Pronunciation difficulties (Conjugation, Accent Mark, Silent Letters, Liaison)
9	Are you shy to speak French because you are scared of committing mistakes?	Social Problems	Fear of committing mistakes
11	Do you find it difficult to communicate in French in every situation, even everyday conversations?	Linguistic Problems	Problem in fluency
12	Does the teacher follow traditional teaching techniques? (e.g. - Limited Speaking Practice, Listening to lectures or read textbooks, Limited Use of Technology, and Rely on Memorization)	Teacher and Teaching Factors	Old fashioned teaching methods

In accordance with the questionnaire and themes developed by Chand (2021), shows that students are experiencing difficulties when studying foreign languages, especially French. Linguistic difficulties, including silent letters, accent marks, conjugation, and pronunciation issues, are highlighted in the aforementioned table. Despite learning grammatical rules, students still have difficulty constructing short phrases and writing sentences. Social issues, such as the fear of making mistakes, are commonly apparent, especially in students who are more reserved and less likely to talk.

The table further highlights difficulties related to the teacher and teaching factors. Item 12 specifically looks at whether the teacher uses traditional teaching methods such as little to no speaking practice, relying mostly on textbooks or lectures, not using much technology, and emphasizing memorization. It is understood that these factors could make learning a foreign language more difficult. As a result, students' chances of encountering a wide range of learning resources, practical use, and involvement with learning a new language may be limited if a teacher strictly follows traditional methods.

In support, Hasiana, I. (2023), said that learning difficulties are not directly related to the level of intelligence of the individual who has difficulties, but these individuals have difficulty mastering the skills of learning and carrying out specific tasks required in learning, such as is done in conventional learning methods and approaches. Supporting the result, in the study of Chand (2021), specifically in the study of Heriansyah (2012), he found twenty-two different causes of speaking difficulties; among them, nine causes were related to linguistic problems and 13 causes of non-linguistic problems. In this study, most of the students reported that being nervous, lack of practice, anxiety, teaching methods of the teacher, and less focus on speaking in the course are the major causes of speaking difficulties, but in this study, some students also reported a poor background of the student's schooling as the main cause of speaking difficulty. Similarly, in terms of social problems, Richards & Renandya (2002), asserted that fear of committing mistakes discourages learners from developing speaking fluency in English (Genzola, 2022). In this study also, the majority of the participants reported that they feel quite uncomfortable in front of the class

because of the fear of mistakes they may commit and their friends may laugh at them. In the same way, Brown (2001), also stated that a lack of confidence, vocabulary, and the inability to use grammatical patterns in an appropriate situation are the most common problems for speaking for EFL learners.

In a nutshell, the analysis highlights numerous challenges that students face when learning French, ranging from linguistic problems to social anxieties and the impact of traditional instructional methods. Pronunciation problems, sentence construction problems, and the fear of making mistakes are among the linguistic problems that have been noted. These difficulties are made worse by the effects of traditional educational strategies, which emphasize memorization and little speaking practice. To effectively address all the challenges identified in the study, the findings support a more specific and student-centered approach to learning a foreign language.

#### **The Potential Topics that Could Enhance the Existing Curriculum**

In the context of Needs Analysis, it becomes evident that there is a constant need for improvement. Addressing these gaps, especially in curriculum design and language learning, is an ongoing process. Foreign languages, such as French, for instance, reveal the inherent complexities of the subject. Mastering a new language demands an investment of time and patience, particularly when students encounter the challenges of an unfamiliar linguistic landscape. The interviews conducted with teachers and students who have directly experienced the challenges of learning French have yielded valuable insights. These insights, in turn, have prompted ideas for potential topics that could enhance the existing curriculum in foreign language education.

The researcher interviewed the four foreign language teachers at Isabela State University to determine the potential topics that could enhance the existing materials and curriculum in the foreign language curriculum. The challenges mentioned above highlight the ongoing need to enhance both the curriculum and the teaching materials crafted exclusively for their subject.

Regarding the French language, Participant #1 said, “The materials I use still have room for improvement. Pronunciation is a challenge, so I'm

thinking of adding topics like homophones, liaison, etc. And when it comes to grammar, more focus on tenses is necessary since some students still struggle with constructing proper sentences”. This claim demonstrates that even with instructional materials provided to teachers and students, important areas like grammar and pronunciation remain inadequate. Darcy (2018) provides support for this idea, noting that teacher-training curriculum and language programs frequently place insufficient emphasis on pronunciation instruction. For this reason, the addition of subjects including homophones and liaison is being considered by teachers as a way to help students who struggle with pronunciation and grammar. This demonstrates an appreciation of the continuous nature of learning and the importance of adjusting for students' areas of difficulty. Knowing that advancements are constantly being made to enhance the effectiveness of the materials even as they are being used is important because it shows that there is always space for improvement in the method of instruction.

Participant #2 on the other hand, said “I need to add more writing activities and lessons, especially on the rules of writing, as some students still struggle to write in the target language”. Similar to Participant #1, both participants recognize the need to add more topics and exercises to aid students in understanding and using the language. Lin (2008) advocates for grammar instruction to help students apply knowledge in writing and reading. For this reason, linking grammar instruction to improved writing and reading proficiency, as highlighted by Lin (2008), indicates a strategic approach to bridging oral and written language skills. This awareness of students struggling with writing in the target language emphasizes the practical application of language skills, aligning with broader goals in language education.

In addition, considering students as participants, given the substantial enrollment in the subject, this study cites feedback from several students. Their input is instrumental in enhancing the development of learning materials and making the curriculum more comprehensible. The students were interviewed using a convenience-purposive method. Students specifically noted the difficulty and challenge of learning a foreign language, particularly French, due to its requirement for a



glottal and nasal tone of speaking. The following excerpt illustrates this: “Learning French is quite challenging, particularly when it comes to pronunciation. However, the instructional handouts are clear, especially during topic discussions. Still, we hope to see more content on conversational French, as it would enable us to better understand native French speakers”.

This excerpt indicates that students express the challenges and the desire for additional topics related to daily French discourse. While learning formal academic French is beneficial, understanding an informal and conversational language used by natives is crucial for survival in a foreign country. Boylu & Kardas (2020) explain, in the context of Turkish as a foreign language, that neglecting slang and informal languages in language learning can leave learners incomplete in various social situations. Learners often encounter slang and conversational language from their peers and in social environments, impacting their confidence when faced with unknown or incomprehensible slang.

This idea serves as a powerful reminder that language education extends beyond academic skills. It emphasizes the importance of addressing students' real needs, urging teachers to focus on the everyday, conversational aspects of a language to prepare learners for real-life situations in a foreign environment. By incorporating student perspectives, this approach fosters a more well-rounded and student-centered language teaching approach.

In a nutshell, the interview with the students and the foreign language teachers at Isabela State University highlights a clear need to improve the French language materials and curriculum. The identified challenges, especially in pronunciation and grammar, align with broader discussions in language education. Participants emphasize the need for potential topics like homophones and liaison, rules of writing as well as conversational and informal languages to address students' specific needs. Additionally, the need for improved writing activities emphasizes the connection between oral and written language skills. This research contributes to ongoing efforts to adapt and enhance language education for evolving student needs. In short, the commitment to continuous improvement in the French language materials and curriculum at Isabela State University.

### **The Essential Topics/Necessities that Are Crucial for Learning French**

The French language was introduced into the curriculum at Isabela State University in 2020, leading to the hiring of a casual instructor to accommodate the increasing number of enrolled students. Given the intricacies of language instruction and the university's commitment to providing comprehensive language education, a thorough needs analysis was conducted to identify the essential topics and necessities crucial for learning French.

The interview process involved the French language teacher and students, aiming to determine the essential topics and necessities necessary for both the curriculum and teaching materials in French language education. The curriculum and instructional materials were specifically designed to meet the fundamental needs of the students. Throughout the interview, the course guide and syllabus were discussed and explained to the researcher. The response of the participant is shown in the excerpt below. “As a teacher, I am fully aware of how difficult learning a foreign language can be... I used to be a student as well.... To effectively learn a foreign language, it is important to start with the four macro skills. Integrating listening and speaking with reading and writing enhances learners' abilities, allowing them to communicate effectively”.

This excerpt highlights that the teacher is fully aware of the challenges of learning another language. With empathy and a gradual progression from basic concepts to the four macro skills of communication. The participant further adds: “For foreign languages like French, it is essential to begin with greetings, followed by the alphabet and the basic structural writing system of the language, including the alphabet and accent marks. Conjugation and subject-verb agreement are also vital. I ensure that students can hear how I read and speak the language, as it would be easier for them to practice and use the language”.

Since language has several uses, Sadiku (2015) believes that it can be both easy and difficult to learn. The four skills reading, writing, speaking, and listening that are considered essential for language acquisition are also referred to as the “four necessities” of language. The four skills are the epitome of language proficiency and will bring

everyone moving forward. Even though they are separate from one another they have an intrinsic connection to one another. In addition, she mentioned that teachers had to establish high expectations for their SL/FL classes and try to provide the necessary skills that enable students to study efficiently and achieve the intended outcomes. According to her study, an effective integration of the four English language skills reading, listening, speaking, and writing is essential for the efficacy of English language instruction. These abilities ought to be taught in a way that helps students achieve the goals they have set for themselves and gradually develop their communicative competence.

Meanwhile, students have stated during the interview process that they learn best when they listen. The extract displays the participant's response: "Learning French is extremely difficult... from the rules of grammar, vocabulary, and pronunciation in particular... But our teacher took his time and discussed the subject matter gradually. He carefully reads the handouts and translates what is being said... we learn when we listen".

Based on the excerpt, it covers all the macro skills needed by the student to learn the language effectively. In line with this, it is indeed essential to start the discussion with the basics and incorporate the macro skills afterward. To sum it up, the teacher and students emphasize the need for a comprehensive approach to language education, by blending the four macro skills and adapting teaching methods to cater to different learning styles. Patience plays a vital role, in the gradual progression of the language topics. This not only aids in a deeper understanding but also creates an environment conducive to the gradual development of language skills. The creation of a supportive learning environment is important for successful language teaching and learning. The teachers' commitment to meeting the needs of learners and providing a patient learning space aligns with what students need, making learning more inclusive.

These shared insights from the teachers and students show a straightforward and effective approach to language education that values the integration of practical skills and a supportive environment for both language and cultural growth.

## **CONCLUSION**

To sum up, the needs analysis conducted at Isabela State University reveals numerous challenges that students encounter when learning French as a foreign language. The results of the analysis, addressing social nervousness, language difficulty, and their impact on instructional methods for learning a foreign language, are highlighted.

Drawing on similarities to existing research in language learning, the study emphasizes a shift from traditional methods of instruction to innovative, student-centered approaches. The mentioned problems demonstrate ongoing development, with particular attention to potential areas for course material improvement. These areas encompass working with students struggling with correct pronunciation, enhancing grammar lessons, incorporating writing exercises, and placing a strong emphasis on conversational French.

These potential improvements highlight the need to modify instructional materials to address specific areas of difficulty while also catering to the diverse needs of students. Observations made by students and teachers also indicate that the four macro skills speaking, listening, reading, and writing need inclusion in the curriculum. This comprehensive approach recognizes the interconnectedness of language proficiency, aligning with prevailing perspectives in language instruction.

The commitment of teachers to continuous improvement underscores an ever-changing and flexible learning environment. These results could help Isabela State University create a more welcoming, encouraging, and successful learning environment for students overcoming obstacles to achieve fluency in French, integrating improvements within the materials, and the curriculum's continuous enhancement.

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