

<http://dx.doi.org/10.4314/gjl.v10i2.8>

## LANGUAGE NEEDS OF FRANCOPHONE STUDENTS IN ENGLISH AS A SECOND LANGUAGE CONTEXT

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**Abstract:**

In this study, I examined the English language needs of 73 Francophone students who enrolled to pursue their undergraduate degree in English as a second language context. The setting for this case study was a private university in Ghana. The focus of this study addresses an important gap in the literature on meeting the needs of francophone undergraduate students. The participants in this study were French-speaking students who mostly lived and learned in French-speaking countries prior to their arrival in Ghana; thus, their language needs differed from those of Ghanaian students who typically learn in English over the course of their educational careers. Due to the disjuncture of these Francophone participants' previous educational and lived experiences with the English language, I investigated the relevance of the available English language courses to their academic and career needs. Questionnaires and interviews were employed to elicit information about participants' demography, language skills relevant to their academics and future careers. In addition, the participants provided interview responses describing their reasons for learning at a university in an Anglophone country. Findings indicate that Francophone ESL undergraduate students ascribe varying degrees of relevance and importance to English courses, and these reported differences in perceived relevance cohere with participants' different academic and career goals and needs.

**Keywords:** Need analysis, English as a second language, Francophone students, English for academic purpose

## 1.0 Introduction

Teaching and learning academic English is an integral part of universities' curricula in English-speaking West African countries, including Ghana, since English is the primary language of academic discourse. Afful (2007) affirmed that the relevance of proficient written English in college is evident in that every university in Ghana offers instruction in English. Further, English as a second language proficiency courses are offered in universities in Ghana in order to prepare students for successful college and career experiences. Although all universities in Ghana offer academic writing as a course, the course title and content vary slightly from one university to another. Some examples of course titles are Academic Writing, English, and Communicative Skills.

The purpose of the present study was to investigate how relevant English courses were in meeting the needs of Francophone students at a private university in Ghana. Accordingly, I investigated the relevance of the English language courses (i.e., courses based on English for academic purposes) as perceived by the Francophone undergraduate students in relation to their academic and career needs. These participants were purposefully sampled because their cultural and linguistic socialisation has been in French-speaking countries, thereby limiting their English language experiences. In the study, I explore their language needs with regards to their intended career choices, as the ultimate goal of many students is to pursue a career in English speaking countries, where high dexterity in both written and oral English is necessary for success.

The body of literature on second/additional language learning and needs analysis (Brown, 2009; Chostelidou, 2010; Matsuda, Saenkhum & Accardi, 2013; Sarid, Peled, & Vaknin-Nusbaum, 2021; Suryasa, Prayoga, & Werdistira, 2017) suggest that carrying out a needs analysis of students' learning a language is imperative (Iwai, Kondo, Lim, Ray, Schimizu, & Brown, 1999; West, 1994). With regard to the rationale of the study, it is important to investigate the students' language needs because students who have limited understanding of the English language and low competency in English are likely to have difficulty in their academic work at the university, which may subsequently limit their career experiences and success in English-speaking countries. Thus, the study is relevant in identifying the needs of this category of students in order to improve students' success. The study is relevant as it will add to the existing literature on needs analysis of French-speaking students' education in ESL context, which is currently quite limited.

Needs analysis is, therefore, the conceptual framework of the present study. For the purposes of this study, I adopted Brown's (1995) definition of need analysis, which is

the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (p. 36).

With regard to this definition, needs analysis includes a group of procedures and a methodical tool for gathering information about the learner and the communication/language task. Needs analysis also differentiates between language needs and wants, students' present and target needs, and learners' perceived and felt needs, which lead to their prioritisation of need resolution. In this study, needs analysis is an appropriate framework used to collect and analyse students' present and target language needs. The information from the analysis was invaluable in evaluating the appropriateness of the curriculum for the language needs of the student participants. Consequently, needs analysis revealed the academic and career needs of the Francophone students and helped evaluate the goodness of fit between participants' needs and the English curriculum at this private university in Ghana.

To inform and deepen this evaluation, I engaged in a focused review of the literature on English as a second/additional language of education. Many researchers have investigated English as a second language, foreign language, or additional language of education in both native and non-native English-speaking countries (Brown, 2009; Chostelidou, 2010; Matsuda, Saenkhum & Accardi, 2013; Sarid, Peled, & Vaknin-Nusbaum, 2021; Suryasa, Prayoga, & Werdistira, 2017; West, 1994). This trend in research is crucial because our classrooms, and the socio-lingual worlds outside them, are becoming more diverse, and more non-native speakers are learning English now than ever (August & Shanahan, 2009; Bassa, 2017; British Council, 2013).

## **2.0 Literature Review**

The review of literature in the following subsections includes research on teaching and learning English in native and non-native contexts.

## **2.1. English Learning in Native English-Speaking Countries**

The increasing number of non-native speakers of English in English-speaking classrooms is evident by the growing body of research on English as a second, an additional, or a foreign language. Native English-speaking countries such as the United States of America, the United Kingdom, Canada, and Australia continue to experience an increasing number of non-native speakers of English in their classrooms. The evidence of this phenomenon is the growing body of research in English as a second or an additional foreign language. The foci of these researchers have been on policy issues, best practices, teacher education, and learner needs (Oliver, Grote, Rochecoute, & Exell, 2013; Park & Slater, 2014; Safford & Costley, 2008).

For example, Park and Slater (2014) examined a task-based needs analysis of learners' authentic language target skills with regard to mobile-assisted language learning (MALL). The researchers used both interviews and questionnaires to collect data from 107 English as a second language (ESL) teachers and students. Based on the findings, the participants considered mobile devices and their applications useful to speaking, listening, SMS activities, and Internet usage in language teaching and learning. The authors recommended needs analysis as the theoretical framework for identifying and streamlining subsequent academic English pedagogy development, which should include MALL.

Further, Oliver et al. (2013) underscored the importance of needs analysis in second language syllabus design; however, they argued that methods used to perform needs analysis had, thus far, been inconsistent, demonstrating the need for a coherent, inclusive framework. They focused on the use of multiple information sources and data collection strategies to develop a needs assessment framework for vocational education among the Aboriginal communities in Australia. The authors adopted a task-based approach to collecting data through interviews, observations, and from documents. The research sample included students, potential employers, and community members. The result revealed that target skills such as competence in social workplace communication and culturally related issues should be included in the students' English as a second language curriculum in order to equip them with the necessary skills for academic, social, and career success.

The importance of needs analysis in native English-speaking countries cannot be overestimated. The authors employed needs analysis to identify the authentic language needs of students and to inform their design of relevant ESL syllabus.

## **2.2. English Language Learning in Non-Native English-Speaking Countries**

Researchers from non-native English-speaking countries in Asia and Europe have also explored English as a second, foreign, or additional language education in their countries. Their studies focused on English education practices, English learning challenges, and acquisition of acceptable communicative and linguistic competence in English for both education and international business (Hashim, Chee, Leong & TraPich, 2014; Holme & Chalauisaeng, 2006; Kirkgoz, 2009; Lambert, 2010; Rahman, 2011).

For example, Lambert (2010) conducted an English language task-based needs analysis of graduates for second language program development. Data collection included interviewing and surveying respondents from a non-native Asian context for a second language program development. In addition, he reviewed graduate students' records from their places of work and developed a framework on the second language task requirements of the participants. The findings revealed that graduate students in their various workplaces could identify task-based needs that were relevant to them across their careers. The study confirmed that it is useful and feasible to develop language goal-oriented curricula and pedagogy for English Language teaching in Japanese universities.

In Africa, researchers have investigated English education policies, learning processes, curricula, academic writing, language needs, and challenges of learning English in non-native English learning environments (Adika & Borti, 2014; Agbedor, 1994; Kioko, 2009; Lee & Norton, 2009; Owu-Ewie, 2006; Sibomana, 2014; Wagaba, 2010). For example, Kioko (2009) studied English language needs of first-year students in a Kenyan university by using a descriptive method to analyse their performance on the English Placement Test at the university. Using 240 participants' scores from September 2003, the findings revealed that students' needs regarding language structure and vocabulary development are crucial since students had difficulty answering questions in these language areas. These findings and their indications about curricular needs stand in contrast to the current curriculum that emphasizes expository writing. Consequently, it was necessary to restructure the English placement curriculum to include lessons on language structure and vocabulary development.

There exists limited research on Francophone students studying English in Ghana and only a few studies have investigated challenges of Francophone students in universities in Ghana (e.g., Tabiri & Budu, 2017). The focus of research in Ghana has been on the English language needs of students who speak English as a second language (Ababio, 2009; Gborsong, Afful, Coker, Akoto, Tumasi & Baiden, 2015; Keleve, 1995). Keleve (1995) engaged graduate students in a Ghanaian university in a simulation exercise in order to assess their use of English. Students employed the English language in a variety of social interactions. For example, they asked permission to perform a task, inquired about people's identity, and requested assistance to select clothes in a shop. The needs of the students reflected their inability to communicate appropriately in different social contexts, although they exhibited competence in grammar and linguistic abilities.

The body of literature reviewed demonstrates substantive research in the areas of English education and learners' needs analysis. However, comparatively little research assessing foreign English language learners' needs has been published, especially about Francophone students learning English in a country where English is not a native language but an official language.

### **3.0 Purpose Statement**

The purpose of this study is to investigate the academic and career language needs of Francophone students in a private university in Ghana, with implications for curricula development to better meet those needs. For this study, the participant group is referred to as a minority population with limited experience in English as a second language context. The study addresses the following research questions:

1. What are the academic and career language needs of Francophone university students?
2. What are the perceptions of the students with regard to the relevance of their English courses to their academic and career language needs?
3. What are the participants' reasons for pursuing their education at an English medium university?

## **4.0 Method**

The present study is a descriptive case study used to explore the needs of Francophone students studying in a private university college in the capital city of Ghana. I used questionnaires to elicit information about the language skills needed by students and to gather their demographic data. Further, I conducted interviews to investigate the students' reason(s) for pursuing their programs in a university in an Anglophone country such as Ghana. Stake (1995) asserted, "for the most part, the cases of interest in education and social service are people and program" (p. 1). Consequently, my focus is on the English program at a private university. The use of the case study enables a specific focus on a single case that is the academic and career English language needs assessment of the Francophone students in this university. I used the case study to explore the features of this specific case and its characteristics to unearth an in-depth description of the students' experiences. The case study allows the use of multiple methods of data collection and analysis. According to Hartley (2004), the case study method involves a comprehensive examination of data collected that occurs over a period in a milieu. Also, I purposed to get in-depth details and thick description (Merriam, 1998) about the English language program and students' needs. The use of both questionnaires and interviews enabled both qualitative and quantitative data collection and analysis.

Specifically, I explored Stake's (1995) categorisation of the case study into intrinsic, instrumental, and collective case study. I employed intrinsic case study because my study focused on a unit, a group of students' lived academic experiences in English as a second language context. Stake stated that cases exhibit uniqueness and commonality and it is these attributes that afford this study the research space to highlight the uniqueness of the case of the Francophone undergraduate students learning English in English as a second language context. Further, it is this element of commonality that enables me to address the gap in the research literature through this study since the sample and the peculiar situation and needs of the Francophone students could bear a resemblance to similar groups in ESL contexts.

### **4.1. Participants**

The research sample was of 45 females and 28 males, totaling 73 participants with the age range from 21 to 27 years (see Appendix B). The sampling was purposeful, as all 73 participants had completed the mandatory two English courses for Francophone students

(English for Francophone I and English for Francophone II) and one program-based English course (English III, which is Business English). Prior to their studies in Ghana, the students had seven years of secondary education, and they had obtained baccalaureate matriculation from French-speaking countries. Their qualification approximates the GCE Advanced Level. They were African students who were educated from elementary through secondary and baccalaureate in French-speaking African countries: Niger, Gabon, Cameroon, Mali, Central Africa Republic, Senegal, Congo, Guinea, Togo, Burkina Faso, Benin, and Ivory Coast. They regularly spoke their native African languages. French is their second language, and English is their third or additional language.

#### **4.2. Setting**

The study took place at a private university college in Ghana. University colleges in Ghana are universities that are semi-autonomous, and they are affiliated with public universities which have oversight responsibility for them. This university college is one of the earliest established university colleges in Ghana. At the time of the study, the students were in their second semester in the third year and had completed the three English courses. The exact setting for the data collection was one of the lecture halls at the university college. After obtaining the students' consent, I administered the questionnaires to the participants. The interviews were conducted the next day after the students had completed the questionnaires.

#### **4.3. Procedure**

First, I determined the population through purposive sampling; all invited participants were francophone students who had taken all the required English courses. The initial total of students contacted was 110 students. Next, random selection was employed by asking each student to pick a folded piece of paper that had either the inscription "yes" or "no". The students who picked "yes" participated and those who picked "no" could not. A total number of 80 students qualified to participate. Only the 73 students who gave their consent were involved as it was voluntary. The random sampling and consent approval ensured fair representation and fulfilment of ethical conditions.

Next, participants were given an hour to complete the questionnaires. After collecting the questionnaires, 10 students volunteered to respond to the interview questions the following day at the same venue.



#### 4.4. Data Collection

In order to answer the research questions appropriately, interviews and questionnaires were used to elicit information from the participants. Considering the number of students involved in the study (i.e., 73), employing a questionnaire was appropriate for time and cost efficiency. There was a prior notice about the date for data collection. Additionally, on the following day, ten students were interviewed; the focus of the interview was their reasons for attending a university in Ghana. The focus of the questionnaire and research interviews is described in detail in subsequent pages.

##### 4.4.1. Questionnaire

The questionnaire (see Appendix A) was administered after three colleagues, and ten francophone students reviewed it during a pilot study. This peer-review and students' review was done in order to ascertain the validity and reliability of the instrument. The questionnaire was a mixed one with both open- and close-ended questions. Participants were asked not to write any information that could identify them in order to ensure anonymity and confidentiality. The questionnaire consisted of four parts. The first part elicited demographic information about respondents' current level at the university, their proposed future career, their gender, age, and nationality. The second part included questions on 16 language skills relevant to the academic needs of respondents. Some of the language skills relevant to the participants' academic needs that they were required to rank were *comprehension, vocabulary development, speech writing and delivery, summary and paraphrasing, letter writing, research article writing, proposal writing, and minutes writing* (see Figure 5.1). Respondents were required to choose from a ranking scale of 1 to 4 (i.e., 1 is not relevant; 2, not very relevant; 3, fairly relevant; 4, relevant). Third, the respondents ranked 16 language skills (see Figure 5.3) relevant to their career using the ranking scale of 1 to 4 (i.e., 1 is not relevant; 2, not very relevant; 3, fairly relevant; 4, relevant). Some of the language skills relevant to the participants' career needs that they were required to rank were *summary and paraphrasing, reading, proposals writing, research article writing, memorandum writing, comprehension, vocabulary development, and report writing* (see Figure 5.3). The fourth section included the ranking of the perceived relevance of the entire spectrum English courses to their academic and career needs using the ranking scale of 1 to 4 (i.e., 1 is not relevant; 2, not very relevant; 3, fairly relevant; 4, relevant). All the 73 participants completed and returned their questionnaires, indicating a 100% response rate.

#### **4.4.2. Interview**

Each interviewee was allocated about 30 minutes to respond to a structured interview question; the question elicited the student's reason for pursuing her/his education at a university in an Anglophone country. The structured interview approach was explicitly chosen to guide the interviewer and the interviewee in order to ensure that each interviewee had the same questions to answer. The interview was recorded on the researcher's phone with permission from the interviewees. The data were transcribed verbatim, and content analysis was used to identify themes which encapsulated the reasons students enumerated for pursuing their education at a university in Ghana. The reasons the interviewees gave for pursuing their education at a university in an Anglophone country consisted of the need to *acquire high English proficiency, possess two international languages, increase one's market value after school, and secure international jobs.*

#### **5.0 Data Analysis and Results**

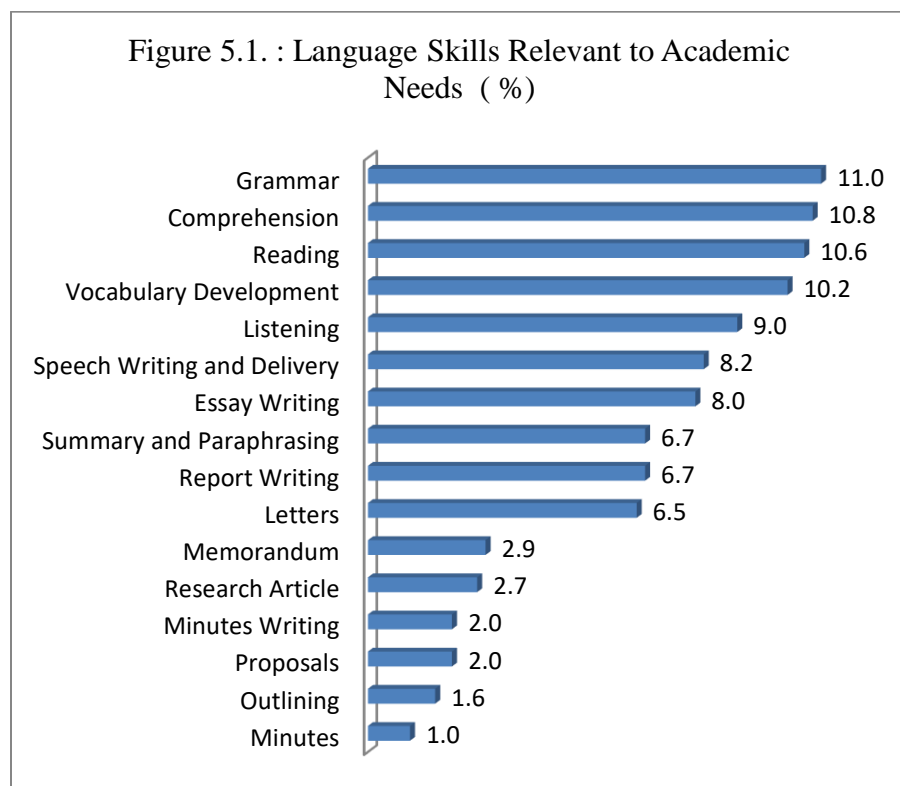
I used descriptive statistics to analyse the data in order to indicate frequencies and percentages because the variables were categorical rather than continuous variables. Tables and figures facilitated the presentation of the results. Both qualitative and quantitative data analysis techniques were employed. For quantitative analysis, Social Packages for the Social Sciences (SPSS) was used to analyse the data in order to calculate the frequency, rating scales, and percentages. Also, tables facilitated the presentation of the data.

Concerning qualitative analysis, a content analysis of interview responses was done in order to categorise data into themes and interpret them after transcribing. Since the focus of the interview question was specific, identifying the responses to the question and representing them in the research report was not cumbersome.

As mentioned previously, out of the 73 respondents, a majority were females (45 students) (i.e., 61.3%) and the minority, 28 males (i.e., 38.7%). Students who participated in the study were from 12 countries in Africa mentioned earlier. Although each country has a different culture, they were all assimilated by the French and have French as their official language; therefore, findings could be generalised across the countries.

### 5.1. Language Skills Relevant to Francophone Students' Academic Needs

Figure 5.1. indicates 16 English language skills included in the questionnaire for respondents to select according to their relevance to the students' academic needs.



The results suggested the respondents considered *grammar* (11.0%), *comprehension* (10.8%), *reading* (10.6%), and *vocabulary development* (10.2%) as the skills needed most. The students' focus on grammar was likely the result of much emphasis placed on grammar and structure in English language learning classrooms (Yankah, 1994; Yu & Wang, 2009).

The respondents considered *vocabulary development* relevant to their academic needs. *Speech writing* and *delivery*, as well as *essay writing*, were rated 8.2% and 8.0%, respectively, and these percentages reflect the fact that students recognise these skills as being relevant to their needs.

Figure 5.1. indicates that the Francophone students accorded low percentages (i.e., 1.0%-2.9%) to *proposal* and *minutes writing*. Also, the respondents did not consider *outlining* relevant to their academic needs.

## 5.2. Respondents' Knowledge of Future Career

The questionnaire elicited information about students' career choices and the language needs relevant to these choices. Figure 5.2. indicates that a high percentage of respondents (89.6%) decided their career trajectory before enrolling at the university, while only 10.4% did not. The majority of respondents knew their future careers, and this was instrumental in their rating the language needs relevant to their future careers.

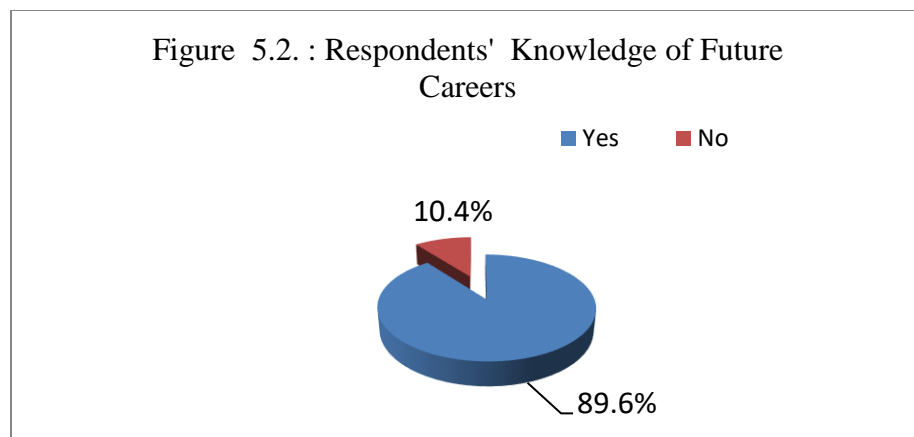


Table 5.1. Career Choices of the Francophone Students

Types of Career	Percentages
Auditing	1.3
Business Entrepreneur	16
Economist	1.3
Engineer in Programming	1.3
Doctor	1.3

Environmental Engineering	1.3
Financial Accounting	25.6
Human Resource Management	16.0
Insurance Brokerage	1.3
IT Programmer	1.3
Manager	6.0
Maritime Engineering (transport and logistics)	1.3
Product Marketing	1.3
Service Marketing	13
Marketing Research	1.3
<b>Total</b>	<b>89.6</b>

Table 5.1. above shows the category of career choices of the respondents; most of them preferred business, economics, marketing, engineering, and accounting-related careers.

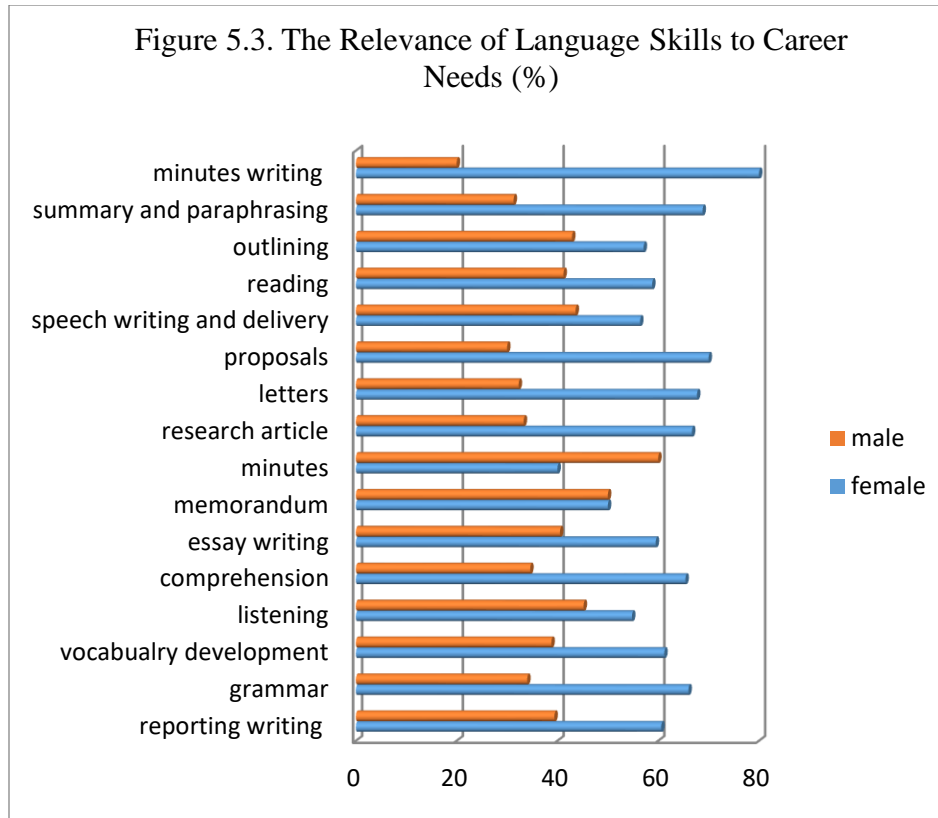
As indicated in Table 5.1., the majority of the students wanted to become financial accountants, and that was reflected in the highest percentage (25.6%) being accorded that career. The next higher percentages indicate that 16% of the students wanted to become business entrepreneurs and another 16% indicated human resource management as their future career path. A majority of the careers recorded 1.3%. The students considered skills such as report writing and letter writing relevant to their career needs because they will use these skills in their chosen careers.

### 5.3. Language Skills Relevant to Francophone Students' Career Needs

In Figure 5.3., the students rated the importance of skills such as minutes writing, summary and paraphrasing, proposal writing, letter writing, vocabulary development, grammar, report writing, comprehension, and research article writing relevant to their career needs. Figure 5.3. shows more female respondents than males rated these skills as relevant to their career needs. The study indicated that the number of female respondents was 45, reflecting 61.3%, and the number of male respondents was 28, reflecting 38.7%. Even accounting

for the fact that female respondents comprised a majority of the sample, there is a noteworthy divergence in the perceived importance of skills as reported by female and male participants—even those with similar or identical career goals. Further research to discover why female respondents rated these particular skills as being more relevant to their careers than male respondents may offer educators insights into meeting the needs of all students. The findings of this further research could be useful for the revision of the syllabus or pedagogy to address any gap identified.

Concerning the relevance of the English courses to the career needs of the students, 97.1% rated the three English courses (English III, English for Francophone I and English for Francophone II) as relevant; however, 2.9% of the students did not find the three English courses above useful. Although 2.9% is a small percentage, it requires further investigation into what these respondents consider as their academic and career needs. In general, the results indicated that a majority of the students considered the current English courses relevant to their needs.



#### 5.4. Reasons for Pursuing University Education in an Anglophone Country

The interview results revealed that students pursued degrees at a university in an Anglophone country in order to acquire high proficiency in English in addition to the French language skills they possess before entering the program, emphasizing the importance of bilingualism (Bassa, 2017; Chachu, 2016; Lomotey, 2020).

Elizabeth (Pseudonym) remarked: *Since I came to Ghana and started my program, my English has improved because I speak more English, especially in school, than I speak French. Now I am able to self-correct myself when I make some mistakes while speaking or writing in English.*

Ruth (Pseudonym): *I have seen friends and family members succeed in their careers in Togo and in some English-speaking countries. They are able to speak and write French and English fluently. Because Ghana and Togo share a border, it is easy for us Togolese to come to Ghana to attend English schools and improve our market value after our undergraduate education.*

Another reason the interviewees gave was that competence in two international languages would increase their market value and give them a better opportunity to secure international jobs.

Paul (Pseudonym): *I think being able to understand, read, speak, and write well in both French and English will enable me to get better international jobs and give me an advantage over people who possess only one international language. I have seen people who are proficient in both English and French get better international jobs in Senegal. I hope to get a better job opportunity when I go back to Senegal.*

James (Pseudonym): *I know I can get a better job and income if I work with UNESCO, UN, UNICEF, ECOWAS, AU, or other international organisations. Being bilingual in two major international languages will also improve my communication. You know, my future language ability will open more doors of opportunity for me. This means a better standard of living and being able to make more money to help my family and my community.*

The consensus was that their current English courses were relevant to their academic and career needs, and the courses will enable them to be successful in their academic and career pursuits. The perception of the students interviewed is not surprising because, in Ghana, many people believe education is key to a better standard of living and these African students hold similar views. Even more, the Francophone students consider their language competence, especially competence in two international languages, central to a better livelihood.



## 6. Discussion and Implications

In the study, I examined the English language needs of Francophone students in a private university in Ghana. The overall analysis showed a majority of the Francophone students found the English language skills relevant to both their academic and career needs. For example, students rated *minutes writing, summary and paraphrasing, proposal writing, letter writing, vocabulary development, grammar, report writing, comprehension, and research article writing* as essential to their needs.

This observation should guide English language instructors and program designers of Francophone university students in the ESL context, whose purpose in acquiring written and spoken English transcends academic goals and may influence their abilities to build successful careers. The implication is that instructors should employ needs analysis to determine the needs and the expectations of their Francophone students. In addition, instructors should determine the skills students need for academic and career purposes. The results of the study do not support the practice wherein English language instructors develop and use the same curricula for both ESL and Francophone students at the university level. The needs of the various groups of learners may be different, based on both academic and career goals. This difference is evident because students reported substantial differences in the perceived value of the skills assigned for English language acquisition.

"One-size-fits-all" approach to English language skills instruction and acquisition is an ineffective practice in meeting the needs of this student population and that further needs analysis is necessary to develop inclusive and effective curricula. Conducting needs assessments will indicate whether in situ curricula and pedagogy need revisions to meet the specific English language needs. For example, there is a need for further investigation to identify the needs of 2.9% of students who did not consider the English courses relevant to their academic and career needs. The results of the investigation could lead to a revision of the curriculum and pedagogy in order to make them more relevant to students across the spectrum of academic and career trajectories.

## 7. Limitations

There were 80 students qualified to participate in the study, but 73 gave their consent. It would have been ideal to have the entire 80 or even more qualified respondents for better

representation and generalisation. Also, the original goal was to interview 20 students, but only half of this number of participants was available. However, these limitations do not underestimate the relevance and the trustworthiness of the study. A further study which would include other aspects of descriptive statistics such as standard deviation, mean, effect sizes, and so on, is recommended.

## **8. Conclusion**

While this is only one relatively small study, the number of Francophone countries represented by the study population bears significance as a representation of the varied needs of Francophone undergraduate students in English as a second language context. The differences in the perceived effectiveness of English language instruction warrant a thorough examination of the relevance of English courses to the needs of the Francophone students. This examination is particularly critical, as it addresses the needs of an often-unseen minority population at the universities in Ghana, the Francophone students learning English as a foreign language. Regardless of the ratio, these Francophone students are essential in the academic landscape of Ghanaian universities, mainly because all the countries which share boundaries with Ghana are French-speaking countries (Chachu, 2016) and because the population of Francophone students at Ghanaian universities is increasing.

It is worth noting that educators sometimes underestimate learners' ability to make informed decisions about their learning needs. This study illuminates students' perceptions of what constitutes useful content knowledge and pedagogical approaches to written and spoken English language acquisition. Francophone students were able to identify their academic and career language needs and offered an unvarnished report of the effectiveness of existing pedagogical approaches. Conducting a needs analysis is, therefore, crucial in language education because each language learner learns a language for a specific purpose. The identification of the purpose is imperative for successful curriculum design and language learning. There is a need for further research about the English courses designed for Francophone students in other universities in Ghana in order to ensure that such courses are essential and of value to students.

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## APPENDIX A<sup>1</sup>

### Francophone Students' English Language Needs Analysis Questionnaire

#### Preamble

The purpose of the present study is to investigate how relevant the English courses are in meeting the needs of Francophone students at this private university in Ghana. I am investigating the relevance of the English language courses as perceived by the Francophone undergraduate students in relation to their academic and career needs. Regarding the rationale, it is essential to examine the students' language needs because students who have limited understanding of the English language and low competency in English are likely to have difficulty in their academic work at the university, which may consequently limit their career experiences and success in English-speaking countries. I guarantee confidentiality and anonymity, and your information is only for the planned purpose. The survey is voluntary, and it should reflect your thoughts. Please note that your candid, honest responses are much more helpful than purely favourable answers.

#### Section A. Francophone Students' Demographic Information

1. What is your gender?
2. Please, state your age.
3. Please, indicate your nationality
4. Have you decided on your future career?
5. Which career or profession do you want to pursue in the future?
6. Please, state your current level (e.g., second year, first semester)

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<sup>1</sup> This questionnaire may not be used without explicit permission from the author.

**Section B.** Rank the following statements according to the level of relevance of the language skills to your academic needs (i.e., 1 is not relevant; 2, not very relevant; 3, fairly relevant; 4, relevant).

1. How would you rank the relevance of grammar to your academic needs?

A. 1                                  B. 2                                  C. 3                                  D. 4

2. How would you rank the relevance of comprehension to your academic needs?

A. 1                                  B. 2                                  C. 3                                  D. 4

3. How would you rank the relevance of reading to your academic needs?

A. 1                                  B. 2                                  C. 3                                  D. 4

4. How would you rank the relevance of vocabulary development to your academic needs?

A. 1                                  B. 2                                  C. 3                                  D. 4

5. How would you rank the relevance of listening to your academic needs?

A. 1                                  B. 2                                  C. 3                                  D. 4

6. How would you rank the relevance of speech writing and delivery to your academic needs?

A. 1                                  B. 2                                  C. 3                                  D. 4

7. How would you rank the relevance of essay writing to your academic needs?

A. 1                                  B. 2                                  C. 3                                  D. 4

8. How would you rank the relevance of summary and paraphrasing to your academic needs?

A. 1                                  B. 2                                  C. 3                                  D. 4

9. How would you rank the relevance of report writing to your academic needs?

- A. 1                                      B. 2                                      C. 3                                      D. 4

10. How would you rank the relevance of letter writing to your academic needs?

- A. 1                                      B. 2                                      C. 3                                      D. 4

11. How would you rank the relevance of memorandum writing to your academic needs?

- A. 1                                      B. 2                                      C. 3                                      D. 4

12. How would you rank the relevance of research article writing to your academic needs?

- A. 1                                      B. 2                                      C. 3                                      D. 4

13. How would you rank the relevance of minutes writing to your academic needs?

- A. 1                                      B. 2                                      C. 3                                      D. 4

14. How would you rank the relevance of proposal writing to your academic needs?

- A. 1                                      B. 2                                      C. 3                                      D. 4

15. How would you rank the relevance of outlining to your academic needs?

- A. 1                                      B. 2                                      C. 3                                      D. 4

16. How would you rank the relevance of minutes reading to your academic needs?

- A. 1                                      B. 2                                      C. 3                                      D. 4



**Section C.** Rank the following statements according to the level of relevance of the language skills to your career needs (i.e., 1 is not relevant; 2, not very relevant; 3, fairly relevant; 4, relevant).

1. How would you rank the relevance of grammar to your career needs?

A. 1                                      B. 2                                      C. 3                                      D. 4

2. How would you rank the relevance of comprehension to your career needs?

A. 1                                      B. 2                                      C. 3                                      D. 4

3. How would you rank the relevance of reading to your career needs?

A. 1                                      B. 2                                      C. 3                                      D. 4

4. How would you rank the relevance of vocabulary development to your career needs?

A. 1                                      B. 2                                      C. 3                                      D. 4

5. How would you rank the relevance of listening to your career needs?

A. 1                                      B. 2                                      C. 3                                      D. 4

6. How would you rank the relevance of speech writing and delivery to your career needs?

A. 1                                      B. 2                                      C. 3                                      D. 4

7. How would you rank the relevance of essay writing to your career needs?

A. 1                                      B. 2                                      C. 3                                      D. 4

8. How would you rank the relevance of summary and paraphrasing to your career needs?

A. 1                                      B. 2                                      C. 3                                      D. 4

9. How would you rank the relevance of report writing to your career needs?

A. 1

B. 2

C. 3

D. 4

10. How would you rank the relevance of letter writing to your career needs?

A. 1

B. 2

C. 3

D. 4

11. How would you rank the relevance of memorandum writing to your career needs?

A. 1

B. 2

C. 3

D. 4

12. How would you rank the relevance of research article writing to your career needs?

A. 1

B. 2

C. 3

D. 4

13. How would you rank the relevance of minutes writing to your career needs?

A. 1

B. 2

C. 3

D. 4

14. How would you rank the relevance of proposal writing to your career needs?

A. 1

B. 2

C. 3

D. 4

15. How would you rank the relevance of outlining to your career needs?

A. 1

B. 2

C. 3

D. 4

16. How would you rank the relevance of minutes reading to your career needs?

A. 1

B. 2

C. 3

D. 4

**Section D.** Rank the following statements according to the level of relevance of the entire spectrum of the English courses to your academic and career needs (i.e., 1 is not relevant; 2, not very relevant; 3, fairly relevant; 4, relevant).

1. How would you rank the relevance of the entire English courses to your career needs?

A. 1

B. 2

C. 3

D. 4

2. How would you rank the relevance of the entire English courses to your academic needs?

A. 1

B. 2

C. 3

D. 4

Thank you for taking the time to respond to these questions

**APPENDIX B**


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<i>Demographic Information</i>	<i>N</i>	
Gender	Female	45
	Male	28
Country/Nationality	Niger	4
	Gabon	4
	Cameroon	11
	Mali	2
	Central Africa Republic	3
	Senegal	6
	Congo	5
	Guinea	5
	Togo,	13
	Burkina Faso	6
	Ivory Coast	6
	Benin	8
English Courses	English for Francophone I	73
	English for Francophone II	73
	English III (Business English)	73
Age	21	11
	22	10
	23	15
	24	20
	25	8
	26	6
	27	3

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