

Topic of Presentation

The Challenges of Developing Students' Competencies in French for Specific Purposes in Ugandan Universities: the Case of Students of Leisure and Hospitality and Tourism Business

Presentation Outline

- * Introduction
- * Objective
- * Problem Statement
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- * Recommendations
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Introduction



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OBJECTIVE OF THE STUDY

- * Examine the key difficulties to developing competencies in French for specific purposes of students of Leisure and hospitality and tourism business in Ugandan universities.
- * Identify best practices that may contribute to the improvement of the current language situation.

Problem statement

- * France is one of the largest tourism markets in the world, with an estimated 1.6 million French visiting African countries annually.
- * Only 15,000 of these come to Uganda, compared to the 60,000 arrivals from the United Kingdom.
- * Language and cultural barriers: few Ugandans speak French and few French speak English.

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- * According to UTB Chief Executive Officer Stephen Asiimwe:

“Interest in Uganda as a tourism destination has been going up year on year. However, tapping into the French market has been limited due to language constraints,”

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Uganda's geographical location next to Rwanda, Burundi and Democratic Republic of Congo



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- * There should be more French interest in the country.
- * Need to develop local capacity to use French language in addition to English language and local languages
 - * communicate,
 - * manage
 - * interpret,
 - * and market the resources that are the foundation of sustainable tourism.

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- * Ugandan graduates of Leisure and Hospitality and Tourism courses have to be proficient in the working languages to engage in effective communication
- * Ugandan tour guides and hotel front desk staff need to be trained in basic French communication skills

Challenges of Developing Students' Competencies in French for Specific Purposes

- * learning a foreign language in order to get good grades and not as a medium of communication
- * Developing Lexical and Sociolinguistic Competence in Tourism
- * Students' lack of the basic language knowledge,
- * No clear government policy and strategy at national level that encourages students at all levels to learn an extra foreign language beyond English. It can be French, German or even Chinese.

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- * Ugandans are not very competitive when it comes to international jobs at the United Nations and other major global institutions partly because of this challenge.
- * West Africans who tend to dominate these jobs are more likely to be fluent in both English and French than their East African counterparts.

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- * Language facilitators need subject-specific and curricular knowledge, pedagogical and classroom-management skills,
- * contextual awareness, and an understanding of their students (e.g., Andrew et al., 2005; Andrews, 2003a, 2003b; Çakır & Alici, 2009; Elder, 2001; Hill, Rowan, & Ball, 2005; Troudi, 2005).

Recommendations

- * Develop French language in Uganda of today alongside English language and local languages to foster tourism development far and beyond
- * Employ French language in addition, as a language to market touristic destinations and products for the benefit of the potential customer

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- * Ugandan Universities should prepare graduates of Leisure and hospitality and tourism business to excel as tour guides, business partners, bilingual hoteliers with a foreign language background.

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- Ugandan government should institute a clear policy and strategy at national level that encourages students at all levels to learn an extra foreign language beyond English and to support Educational institutions

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- Students should be able to view the world, not from the single perspective of their own first language and culture, but from the multiple perspectives gained through the study of additional languages and cultures.

Conclusion

- * Ugandan universities therefore have a crucial role to play in order to enhance the global competitiveness, internationalization of their under graduates.
- * French for specific purposes competencies programmes should become an essential part of Ugandan universities' strategic plan.
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Thank you for listening

Comments and questions are most
welcome