

Information and Communication Technology and Oral Language Development. A Case Study at Makerere University Business School

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Abstract

The initial objective of this study, which lies within the field of language teaching and especially on the role of information and Communication Technology (ICT), is to investigate the potential of ICT in triggering oral language development in the learners of French for Specific purposes (FSP) at Makerere University Business School. This study adopts action research that focuses on the role of technologies deployed in oral technical presentations of macro-tasks such as the use of MS Office. The aim is to enhance French learners' skills in French for Specific purposes. The social constructivist or cultural hypotheses posit that social interaction plays an important role in L2 acquisition (French in this case) in FSP classes through a hybrid environment based on macro-tasks performed in distance and presented in class.

The current action research project involved identifying and putting into place a learning system for learners of FSP who experienced several difficulties with their spoken French in the learning process. It further posits that learners construct the new language through socially mediated interaction. Subsequently, this involved establishing whether the use of PowerPoint presentation (PPP) would engage learners of FSP in collective actions both in the classroom and in the real world activities. In addition, there was an attempt to establish if relevant web quest materials were likely to enhance oral language acquisition and prompt learners to take responsibility for their own learning.

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