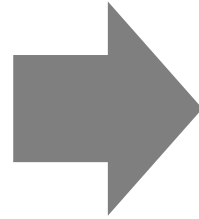


# Gamification for Engaging International Business Students in French for Specific Purposes



## INTRODUCTION

- The Foundation Business language course in international business goes beyond the communicative language instruction.
- It provides students with the required communication and action-oriented skills.
- Language for specific purposes (LSP) courses appear to be addressing the language needs of university students although LSP courses face huge pedagogical challenges in Ugandan Universities.



## METHODOLOGY

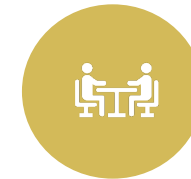
- Quest-based learning
- Augmented realities.
- Cooperative learning
- Collaborative learning
- Critical thinking
- Problem solving



## RESULTS

Gamification in French for specific purposes (FSP) classes are likely to enhance teaching and learning of specific vocabulary and language structure

It is most likely to support learning that is : “personally customized, socially constructed, and which extends beyond the classroom” (Holden & Sykes, 2011, 4): precisely concerning a second-language (L2) education context, which is not yet predominant.



Using game-based mechanics and game thinking to engage learners tends to promote learning” (Kapp, 2012, 10).

## CONCLUSIONS

Gamification in FSP classes encourages students to speak and motivates critical thinking, cooperation and collaboration which at times lead to new discoveries.

It is important to advocate for activities that require learners to negotiate meaning and to interact meaningfully in a real-world situation



## LITERATURE CITED

- Ellis, R. (2003) Task-based language learning and teaching. Oxford: Oxford University Press.  
Holden, C., & Sykes, J (2011). Leveraging mobile games for place-based language learning. International Journal of Game-Based Learning, 1, 1-18.