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N Journal of Emerging Trends in Educational Research and Policy Studies - Towards an integrated teaching of foreign languages in institutions of higher learning

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This study is based on interviews we had with 40 respondents half of whom had done what we called course switching in order to have content and language learning because to them, one without the other seemed inadequate in today's job market. This resulted in doing two Bachelor's degree, one after another instead of going straight for a Master's degree program. We try to understand the rationale behind this decision and propose how foreign language learning should be restructured in Higher Institutions of learning in order to teach languages in the way that students of the 21st century want. We also offer insights on why it is important to study foreign languages in this globalized world. The study is based on the experiences of students and alumni of Kyambogo and Makerere University. These experiences contain interesting lessons which are pointers to new ways learners are suggesting to their institutions of Higher learning if they are to embrace the study of languages wholeheartedly. Students are yearning for integration of foreign languages both in sciences and arts courses. To these learners, the era of segregated teaching of foreign languages appears irrelevant and updated.

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