

## **FORTTICE Project and PHD Research on the Use of ICT for French Language Written Skills and Translation Training: Task-Based and Cognitive Work in Progress**

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### **Abstract**

The development of the use of ICT for language learning skills in academic environments has brought about an opening towards interdisciplinary studies such as education, cognitive and social sciences, language learning, man-machine interface. The variety of computer tools and software designed for language learning or other software used for didactic purposes involves a variety of educational approaches and practices by the teachers whose function is being modified because of the changes in the communication context. Doubts and problems inherent to the use of ICT within or outside the classroom call for a fundamental re-evaluation of teaching methods, teaching and learning skills. On the one hand, the lack of concentration and the risk for the learner to cope with too much information can hinder the learning process. On the other hand, however, using ICT in a systemic way [1] can motivate and help students to improve some of the strategies listed by O'Malley & Chamot [2] such as clarification, cooperation, resourcing, summarizing, self-management etc...

In this paper we will first try to analyse the types of uses of ICT applied to language learning in higher education contexts. Then we will present the Forttice project in which the training of teachers at Grenoble 3 University implies the collaborative realisation of an ICT scenario used by teachers in different academic contexts and different countries. Both teacher training and learning scenarios are task-based. We will focus on the outcomes of the scenario used by students of the University of Bologna who learn French for studies on politics and diplomacy. Then we will expose our PhD research project on the use of ICT applied to advanced learning of the French language and translation training and its cognitive impact on students and teachers.