Technology Adoption and Performance in Multilingual Language Learning: An Action Research Study in Mauritius

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Abstract

Language learning in Mauritius is complex due to its multilingual context, which includes French, English, and Creole. This study aims to explore how technology can be effectively integrated into language education. A mixed-methods approach was employed, including surveys, interviews, and observations. Data were collected from a sample of 150 students and 10 teachers across three schools in Mauritius. The study used pre- and post-intervention assessments to measure performance gains. Students demonstrated an average improvement of 20% in language proficiency scores after technology integration, with significant gains observed in the use of digital resources for vocabulary building and grammar practice. The findings suggest that integrating technology into multilingual language learning can enhance student performance, particularly in areas such as vocabulary acquisition and grammatical understanding. However, challenges include technical difficulties and varying levels of teacher proficiency. To maximise the benefits of technology integration, schools should provide ongoing professional development for teachers and ensure equitable access to digital resources for all students. Language learning, Multilingual context, Educational technologies, Performance gains, Mauritius

ABSTRACT-ONLY PUBLICATION

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