Innovating French Language Pedagogy: Use of Digital Tools in the 21st-Century Classroom

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Abstract

In the contemporary educational landscape, teaching French as a foreign language requires a paradigm shift from traditional, teacher-centered methods toward dynamic, learner-centered pedagogies that integrate digital technologies and communicative approaches. This study examines how French language instructors can innovate their teaching practices by combining communicative methodologies with digital tools such as interactive platforms (TV5Monde, Duolingo, and Quizlet), social media applications, and artificial intelligence (AI)-driven language software. Drawing upon theoretical perspectives from constructivism (Vygotsky 1978), communicative language teaching (Hymes 1972), and digital pedagogy (Prensky 2001; Warschauer 2013), the article investigates how digital integration promotes learner autonomy, motivation, and intercultural competence. Using examples from Francophone Africa and global higher education contexts, it evaluates the affordances and limitations of technology-enhanced learning environments. The findings highlight that while digital innovation enhances engagement and pronunciation accuracy, challenges persist in terms of access, digital literacy, and teacher preparedness. The study concludes that effective French teaching in the 21st century must combine humanistic and digital approaches, fostering critical thinking, collaboration, and cultural empathy among learners.

Keywords: French pedagogy, communicative approach, digital tools, language learning, innovation, technology-enhanced education

Introduction

The way we teach French as a foreign or second language has really changed a lot over the past few decades. This shift reflects the changing landscape of globalization, communication, and digital technology. In today's classrooms, we're moving beyond just blackboards, textbooks, and memorization. Instead, we're creating interactive, multimodal, and learner-focused environments where digital tools and communicative methods come together. The rise of communication technologies like mobile learning apps, online platforms, artificial intelligence (AI), and social media has not only changed how students engage with the French language but has also reshaped the teacher's role in the classroom. With the advent of technology-enhanced learning environments (TEL), we're seeing a significant departure from the old ways of teaching languages, moving towards a more collaborative, participatory, and personalized approach to learning (Warschauer 2013).

In the past, French was mainly taught through a focus on grammar and structure, prioritizing correctness over the ability to communicate. The grammar-translation method, which was prevalent in European and African classrooms during colonial and postcolonial times, aimed to create students who could translate classical texts but didn't necessarily speak the language fluently (Kelly 1969). However, the needs of our modern, globalized world have called for new skills like oral fluency, intercultural understanding, and practical communication. As noted by the Council of Europe's Common European Framework of Reference for Languages (CEFR), "the ultimate goal of language learning is communicative competence within cultural and contextual diversity" (Council of Europe 2020: 13). This evolution has put communicative and digital teaching methods at the heart of contemporary French instruction.

In recent years, the field of foreign language teaching has really spotlighted how integrating digital tools like multimedia, online collaboration platforms, and AI-driven learning systems—can boost students' motivation and improve their language skills (Stockwell 2012; Blin 2016). Nowadays, language teachers find themselves in an environment that prioritizes autonomy, interactivity, and cultural awareness. The French language classroom has essentially turned into a small-scale version of our digital world, where students not only learn the language but also pick up essential digital literacy skills needed to engage in today's global networks.

However, this shift comes with its own set of challenges. Educators and institutions grapple with issues around finding the right teaching balance, ensuring access to technology, and providing adequate teacher training. The conversation goes beyond just being excited about technology; it

also delves into the socio-cultural impacts of digital education. As Ngugi wa Thiong'o wisely points out in a broader educational context, technology should act as "a liberating tool, not a substitute for critical human engagement" (Decolonising the Mind 1986). This idea is just as relevant in French teaching: innovation should enrich, not undermine, the humanistic core of language learning.

This article, therefore, takes a closer look at how digital tools and communicative methods are reshaping the teaching and learning of French in the 21st century. By drawing on examples from Africa (like Senegal, Nigeria, and Côte d'Ivoire), Europe (France and Belgium), and North America (Canada and the United States), it investigates how educators weave technology into communicative teaching while staying true to cultural and linguistic authenticity. Utilizing theories from constructivism (Vygotsky), communicative competence (Hymes, Canale & Swain), and digital pedagogy (Prensky, Warschauer), this study argues that advancing French teaching requires not just adapting to new technologies but also embracing a philosophical shift towards empowering learners and fostering cultural understanding.

The goals of this inquiry are threefold. First, we aim to trace the historical journey from traditional teacher-centered instruction to more modern digital and communicative methods. Second, we want to assess how various theoretical frameworks have supported this shift. Finally, we'll showcase how technology acts as a bridge for communication, creativity, and intercultural understanding in French language education. By weaving these elements together, the study presents the contemporary French classroom as a vibrant hub of social interaction and digital literacy, where both teachers and students collaboratively create meaning.

The Evolution of French Language Teaching Methods

The evolution of teaching the French language is a fascinating reflection of the larger shifts in education, both intellectually and technologically. From the days of grammar-translation methods to our current digital landscape, each phase of teaching has showcased unique perspectives on language, knowledge, and the learning process.

The Grammar-Translation Method

The grammar-translation method came onto the scene in the 18th and 19th centuries, primarily to teach classical languages like Latin and Greek, and it later evolved to include modern languages such as French. The main goal was to help learners master grammatical analysis, memorize vocabulary, and achieve accuracy in translation (Howatt 1984). In this approach, the teacher held

all the knowledge, while the student was more of a passive recipient. The focus was on getting the writing just right, rather than on speaking fluently. As Kelly pointed out, “the grammar-translation method reflected the intellectual elitism of its age: education as discipline, not communication” (1969: 52).

While this method did produce students who could read and translate literary works, it fell short when it came to preparing them for real-world conversations. In Africa, where French became a key language for administration and education during colonial times, the grammar-translation method only served to reinforce existing linguistic hierarchies and social elitism (Bamgbose 1991). Even after gaining independence, many French-speaking education systems continued to use this method, equating grammatical correctness with true linguistic mastery. However, by the late 20th century, there was a growing sense of frustration with its limitations, especially as globalization called for more functional bilingualism and effective communication skills.

The Audio-Lingual and Direct Methods

Back in the mid-20th century, especially after World War II, the way we taught languages took a big turn towards focusing on speaking skills. This shift was heavily influenced by behaviorist psychology, thanks to Skinner in 1957, and structural linguistics, with Bloomfield's ideas from 1933. The audio-lingual method came into play, which really pushed for pattern drills, repetition, and forming habits. The idea was for learners to soak up language structures through lots of oral practice. Teachers were seen as the go-to models for correct pronunciation, while students would imitate and repeat dialogues.

While this method was definitely more about communication than the old grammar-translation approach, it still treated learners more like robots mimicking sounds rather than active participants in creating meaning. It found success in military and diplomatic training programs in the U.S., as noted by Richards and Rodgers in 2014, but in classrooms across Africa and Europe, it often led to students spitting out memorized phrases that lacked real context.

On the flip side, the direct method popped up as a more natural approach, promoting immersive experiences and insisting that only the target language be spoken in class. Pioneered by Berlitz and others, this method brought in real-life situations and visual aids, setting the stage for what we now know as communicative pedagogy, as discussed by Howatt and Smith in 2014.

The Communicative Language Teaching (CLT) Revolution

The most notable shift in teaching methods took place in the 1970s with the introduction of Communicative Language Teaching (CLT). This innovative approach, inspired by Dell Hymes'

work on communicative competence in 1972, highlighted the importance of not just grammatical accuracy but also sociolinguistic, pragmatic, and strategic skills. Later on, Canale and Swain built on this framework, describing communication as "the integration of grammatical, sociolinguistic, discourse, and strategic competence in authentic contexts" (1980: 27).

CLT revolutionized the way French was taught by focusing on interaction, meaning negotiation, and real communication as the core of classroom activities. Learners became active participants in creating meaning, while teachers took on the role of facilitators. Instead of traditional translation drills, activities like role plays, debates, and problem-solving tasks became the norm. In francophone Africa, the 1980s and 1990s saw educational reforms influenced by CLT aimed at making French teaching more engaging and culturally relevant (Djité 2008).

However, CLT has faced its share of criticism, especially in situations with large class sizes, limited technology, or where students had little exposure to French outside the classroom. Scholars like Kumaravadivelu (2006) and Holliday (1994) have pointed out that CLT needs to be adapted to fit the specific socio-cultural contexts of learners rather than applied universally. Today, a promising way to tackle these challenges is by incorporating digital tools that enhance communicative activities beyond the classroom, fostering hybrid and interactive learning environments.

From Task-Based Learning to Blended and Digital Pedagogies

As we approached the 21st century, task-based language teaching (TBLT) and blended learning started to take shape as answers to the increasing digitalization of education. TBLT builds on the foundations of communicative language teaching (CLT) but zeroes in on meaningful tasks like real-world problem-solving that reflects genuine communication (Ellis 2003). For instance, learners might plan a trip to Paris, conduct an interview in French, or whip up a digital presentation. On the other hand, blended learning mixes traditional face-to-face instruction with online elements, giving learners the flexibility to access materials at their own pace.

According to Warschauer, digital pedagogy "seeks to integrate technological affordances with humanistic communication, not replace one with the other" (2013: 68). In the realm of French teaching, this has shown up through the use of TV5Monde videos, gamified experiences on Duolingo, YouTube listening exercises, and collaborative writing via Google Docs or Padlet. These innovations empower learners across Africa, Europe, and North America to tap into authentic materials and engage in intercultural dialogue, effectively bridging gaps in geography and language.

The historical evolution of teaching methods highlights a clear trend: moving from teacher-centered approaches to learner-centered ones, shifting from text-based to context-based learning, and transitioning from analogue to digital formats. The next section will delve into the theoretical foundations that support and drive this pedagogical shift.

Theoretical Framework

French language teaching in the 21st century is built on three key theoretical foundations: constructivism, communicative competence theory, and digital pedagogy. These concepts work together to illustrate how learners create meaning, engage with others, and leverage technology as a tool for communication and understanding.

Constructivism: Learning as Social Interaction

Constructivist theories, especially those put forth by Jean Piaget and Lev Vygotsky, really shake up our understanding of learning, framing it as an active process that's shaped by social interactions. Piaget's take on cognitive constructivism highlights how learners build their own knowledge through experiences and reflection (Piaget 1972). On the flip side, Vygotsky places learning in the context of social engagement, suggesting that language development happens within the Zone of Proximal Development (ZPD), that space between what a learner can do alone and what they can achieve with a little help (Vygotsky 1978).

In the realm of French language teaching, this constructivist mindset shows up in collaborative learning, peer feedback, and project-based activities. For instance, students might work together to create a digital story or engage in a debate about a cultural issue in French, allowing them to collectively make sense of the material. Here, the teacher acts as a "scaffold," helping students move toward greater independence. As Bruner points out, "learning and thinking are always situated in a cultural context and dependent on language as a mediating tool" (Bruner 1986: 67). This theoretical framework supports communicative and digital methods that value real interaction over mere memorization.

Moreover, constructivism resonates with African educational philosophies that stress the importance of collective participation and oral traditions. So, incorporating digital storytelling and oral expression in French classrooms aligns beautifully with indigenous teaching methods that see knowledge as something built through dialogue.

Communicative Competence: Beyond Grammar to Meaning

Hymes's idea of communicative competence was a game changer for structuralist linguistics. He proposed that truly knowing a language goes beyond just mastering grammar; it also involves understanding when, how, and why to use it appropriately in various social situations (Hymes 1972). Canale and Swain (1980) built on this concept by identifying four key components:

1. Grammatical competence (the rules of syntax and morphology),

2. Sociolinguistic competence (how suitable language is for the context),

3. Discourse competence (ensuring cohesion and coherence), and

4. Strategic competence (strategies for repairing communication).

In today's French teaching, these competencies are tackled through real-life tasks like role plays, interviews, debates, and simulations that encourage learners to use the language in creative and practical ways. Technology plays a big role in this process. Online discussion forums, video conferencing tools (like Zoom and Skype), and collaborative wikis enable students from different areas to practice intercultural communication. Research by Byram (1997) and Kramsch (1998) takes this theory further by incorporating intercultural competence, suggesting that learning a language also means developing the skills to navigate between cultures. Therefore, communicative competence in French today is closely linked to both digital and intercultural literacy.

Digital Pedagogy: From Digital Natives to Digital Literacy

The last theoretical pillar we need to consider is digital pedagogy, which looks at how digital spaces influence learning behaviors and communication styles. Marc Prensky (2001) brought the term "digital natives" into the spotlight to describe those learners who have grown up surrounded by technology. For these individuals, the traditional approach of relying on textbooks can feel quite out of place. To be effective, teaching methods must evolve to align with their cognitive and social habits: think interactivity, immediacy, and multimodality.

However, scholars like Selwyn (2016) and Warschauer (2013) remind us that not all learners have the same level of access or skills, particularly in developing regions. They advocate for the concept of digital literacy, which is all about the ability to use technology in a critical and creative way for learning. So, digital pedagogy isn't just about access; it's also about empowering learners and fostering critical awareness.

In the realm of French language education, digital pedagogy promotes multimodal learning through mixing text, images, sounds, and videos. For example, students might use *TV5Monde*

Enseigner le français to analyze audiovisual news, *Duolingo* to sharpen their vocabulary, or *YouTube* to dive into Francophone songs and films. These activities tap into various sensory channels, boosting retention and cultural immersion (Lantolf and Thorne 2006). Plus, digital tools help level the playing field: learners in Africa can connect virtually with peers in France or Canada, turning the French classroom into a vibrant global network for communication.

From a theoretical perspective, digital pedagogy really brings Vygotsky's social learning model to life since it is the belief that technology acts as the bridge that connects learners from different spaces and cultures. It also reflects Hymes's communicative principle by fostering genuine contexts for using language in the real world. The blend of constructivism, communicative competence, and digital pedagogy creates a solid intellectual base for the latest innovations in French teaching.

These three theoretical threads come together to support the modern philosophy of French pedagogy: that learning a language should be interactive, contextual, and enhanced by technology. In the next part of the article, we'll dive into how these theories are put into practice using digital tools like *TV5Monde*, *Duolingo*, *YouTube*, and *AI* platforms, along with communicative classroom strategies, while comparing approaches from African, European, and North American settings.

Digital Tools in French Language Teaching

The swift incorporation of technology into educational systems has dramatically changed the way French is taught and learned around the globe. With everything from interactive websites to artificial intelligence, digital tools are now crucial in enhancing language skills, boosting learner motivation, and deepening cultural understanding. As Blake points out, "language learning in the digital era is less about technological substitution than about pedagogical reinvention" (Blake 2016: 4). The upcoming sections will delve into the key digital innovations that are currently reshaping French teaching, looking closely at their educational impact in Africa, Europe, and North America.

Interactive Multimedia Platforms

Digital platforms like *TV5Monde*, *RFI Savoirs*, and *Le Point du FLE* have become vital resources for French teachers around the globe. These platforms offer a treasure trove of multimedia materials such as think videos, news reports, songs, podcasts, and exercises, all tailored for classroom use. For instance, TV5Monde's "Enseigner le français avec TV5Monde" provides lessons sorted by proficiency levels (A1–C2) that align with the Common European Framework

of Reference for Languages (CEFR). This means teachers can pick authentic news segments to help students with listening comprehension, cultural insights, and pronunciation practice.
As Rivens Mompean points out, "the authenticity and audiovisual richness of TV5Monde content allow learners to connect language learning with real-world events" (2017: 28). Imagine a French class in Nigeria analyzing a news broadcast from Paris, comparing different linguistic styles, and diving into socio-political discussions, all within a dynamic, digital setting. In francophone Africa, TV5Monde also tailors content to local needs, helping bridge the gap between various African French dialects and the standard metropolitan French (Djité 2008).

Over in North America, institutions like Université Laval and Université de Montréal have woven TV5Monde resources into their blended courses, enhancing intercultural understanding. Students get to engage in virtual discussions with peers from France or Senegal through shared online platforms. Likewise, in Europe, the Alliance Française network has embraced the digital age by offering online cinema clubs and literary cafés that connect learners from different continents. By integrating these multimedia tools, we're not just teaching a language; we're fostering a sense of global linguistic citizenship.

Gamified Language Learning Applications

Gamification, which is all about bringing game-like elements into the learning process, has really taken off in the world of language education. Apps like *Duolingo*, *Babbel*, and *Memrise* mix short, interactive exercises with rewards and progress tracking to make learning more fun. These tools promote self-directed learning by using repetition, visual cues, and personalized feedback to keep learners engaged.
Duolingo stands out as the most popular choice, boasting over 500 million registered users globally and offering comprehensive French courses. Its teaching approach focuses on microlearning and spaced repetition, which helps learners retain information through consistent daily practice (Vesselinov and Grego 2012). The gamified elements like levels, badges, and streaks turn the learning journey into an enjoyable adventure.

In countries like Nigeria and Ghana, university students often use Duolingo alongside their classroom studies, thanks to its mobile-friendly design and offline capabilities. Meanwhile, in France, the app is a valuable resource for adult learners and migrants who are picking up French as a second language (Français Langue Étrangère – FLE). However, experts like Lantolf and Thorne warn that "gamification must not trivialize language learning but rather serve as a motivational scaffold integrated into a broader communicative curriculum" (2006: 115).

In higher education, teachers are increasingly blending traditional learning with tools like Duolingo or Quizlet, pairing them with in-class activities that focus on communication. For example, students might play vocabulary games online and then use those new words in group discussions or presentations. This combination of gamification and interactive learning ensures that digital exercises truly enhance students' communicative skills.

Video-Based Learning and YouTube Pedagogy

The rise of online video content has created amazing opportunities for multimodal learning. Take YouTube, for instance; it has transformed into a treasure trove of free resources for learning French through platforms like think tutorials, documentaries, short films, and music videos. Teachers can put together themed playlists to cover grammar, phonetics, and cultural insights.

As Pegrum points out, "video-based pedagogy supports multi-sensory engagement, providing visual, auditory, and contextual cues essential for comprehension" (2019: 87). In Europe, many French teachers turn to channels like Français Authentique and Learn French with Vincent, which blend language lessons with cultural stories. Over in Canada, instructors at the Université d'Ottawa use YouTube vlogs to introduce students to everyday Quebec French expressions. Meanwhile, at universities in Africa, such as the University of Lagos and Cheikh Anta Diop University, educators incorporate Francophone music videos and short films into their listening comprehension classes, allowing students to dive into regional accents and cultural identities.

Moreover, digital video fosters a hands-on approach to learning. Students aren't just passive viewers; they become creators too, recording dialogues, making short films, or crafting vlogs in French. This aligns perfectly with constructivist tatask-bblearners build understanding through real communication and creative expression (Vygotsky 1978). So, YouTube evolves into not just a language resource but also a vibrant platform for participation, stretching the classroom experience into the digital world.

Artificial Intelligence and Adaptive Learning Systems

Recent breakthroughs in artificial intelligence (AI) have completely transformed the way we approach language learning. With the ability to personalize experiences, provide instant feedback, and offer data-driven insights, AI tools like *BonPatron*, *ChatGPT*, *Google Translate*, and *Reverso Context* are becoming essential for learners. These platforms help with everything from grammar correction to expanding vocabulary and understanding context.

Take BonPatron, for instance. This Canadian-developed tool offers automated grammar checks specifically designed for French learners. Unlike your typical spellchecker, it goes a step further

by identifying syntactic errors like gender agreement and tense consistency and explaining the rules in a way that's easy to understand. This is particularly beneficial for learners in Africa and Asia who may not have easy access to native-speaking instructors.

Then there are AI chatbots like ChatGPT (OpenAI, 2023), which have opened up new avenues for conversational practice. Learners can engage in simulated dialogues, get immediate feedback, and ask for clarifications on vocabulary. As Satar and Wigham point out, "intelligent tutoring systems provide learners with a sense of continuous interlocution, reducing affective barriers to speaking practice" (2020: 43).

That said, we can't ignore the ethical implications and the risk of overreliance on these technologies. It's crucial for instructors to help students navigate AI tools thoughtfully by encouraging them to verify information, understand idiomatic expressions in context, and steer clear of plagiarism. The real value of AI lies not in replacing human teachers but in enhancing communication through adaptive technology. In this way, AI acts as a linguistic partner, complementing human instruction rather than taking its place.

Online Collaborative Platforms

When we look beyond just individual applications, collaborative tools like *Google Classroom*, *Moodle*, *Padlet*, and *Edmodo* have truly transformed how classrooms are organized and how communication flows. These platforms enable both asynchronous and synchronous interactions, giving teachers the ability to upload materials, facilitate discussions, and assess assignments all in a digital space.

In Europe, Moodle has played a key role in university-level French programs, creating virtual spaces for peer feedback and intercultural exchanges. Meanwhile, African universities, despite facing some infrastructural hurdles, are increasingly turning to free or low-bandwidth options like Google Classroom to boost student engagement. In North America, hybrid learning models are now incorporating videoconferencing tools like Zoom and Teams, allowing for immersive virtual sessions with French speakers from various regions.

Collaborative writing platforms such as Padlet inspire students to work together on stories, provide feedback on each other's writing, and practice their spelling and grammar in a fun, interactive way. These activities align with Vygotsky's idea of the Zone of Proximal Development, where learners advance through social collaboration (Vygotsky 1978). In this context, teachers take on the role of facilitators, helping students navigate meaning in these digital environments.

Additionally, these collaborative platforms foster inclusive and differentiated instruction. Students with different learning speeds or language backgrounds can revisit lessons, utilize audio-visual aids, or receive personalized feedback. This kind of flexibility is essential in multilingual classrooms across Africa and in culturally diverse institutions in Europe and North America.

Observations and Recommendations

The exploration of how French language teaching has evolved in the digital age reveals some key insights where the following points below come into play:

Observations

1. Pedagogical Integration Outweighs Technological Quantity: The effectiveness of digital learning hinges not on how many tools are used, but on how well they fit together pedagogically. When digital tools resonate with communicative and constructivist principles, they promote deeper learning (Little 2018).

2. Teacher Training Is the Catalyst for Change: In various regions, institutions that prioritized teacher professional development—like France's Canopé Network or Canada's Conseil scolaire francophone—showed greater student engagement and improved digital literacy.

3. Digital Tools Enhance Motivation and Autonomy: Students who engage with interactive platforms such as TV5Monde, Quizlet, and Padlet tend to participate more, especially in speaking and writing. These tools offer real input and instant feedback, which boosts self-directed learning (Godwin-Jones 2018).

4. Communicative Competence Flourishes in Blended Environments: Hybrid teaching methods that mix digital collaboration with face-to-face interaction lead to better linguistic and intercultural results than either purely online or traditional approaches.

5. Persistent Inequalities Require Structural Solutions: Gaps in infrastructure and access continue to obstruct inclusive digital teaching, especially in developing areas. This highlights the urgent need for government and institutional investment in educational technology.

Recommendations

1. Institutional Investment in Infrastructure:

Governments and universities need to make internet access, digital labs, and renewable energy sources a top priority to guarantee stable connectivity and accessibility. Collaborating with international cultural institutions like Alliance Française and TV5Monde can help in sharing valuable resources.

2. Systematic Teacher Training Programs:

Teacher education should include mandatory digital pedagogy modules that focus on communicative and task-based design. Creating professional learning communities can foster peer mentorship and spark innovation.

3. Balanced Curriculum Design:

Curricula should blend both technological and humanistic elements. Digital tools ought to enhance, rather than replace, interactive learning. Approaches like the flipped classroom and task-based learning are excellent models to follow.

4. Promotion of Francophone Diversity:

Educators should weave in culturally diverse materials from Africa, the Caribbean, and beyond to challenge linguistic dominance and nurture intercultural empathy. Online resources like “Culturethèque Afrique” and “RFI Savoirs” are incredibly useful for this purpose.

5. Ethical AI Integration:

Institutions need to set clear guidelines for the responsible use of AI in classrooms. Teachers should guide students in critically engaging with AI tools, focusing on reflection, privacy, and originality.

6. Research and Continuous Evaluation:

We need more empirical research to assess the long-term effects of digital communicative methods on fluency, pronunciation, and intercultural competence. Conducting comparative case studies across different global regions will enhance our theoretical understanding.

Conclusion

The way we teach French in the 21st century is really at a pivotal moment, influenced by communication theories, digital advancements, and the movement of people around the globe. We've moved from the old-school grammar-focused methods to classrooms that embrace technology and communication, putting a spotlight on learner independence, cultural understanding, and real-world conversations.

However, this study highlights that innovation needs to be thoughtfully directed. Digital tools should be seen as means to an end, not the end itself; their success hinges on how intentionally we use them in our teaching. This means that teachers are not just passive users of technology; they are the creative architects of learning experiences. Whether you're in Lagos, Paris, Montreal, or Dakar, the best French classrooms will be those where technology enhances human interaction instead of replacing it.

Looking ahead, the future of teaching French lies in blending technological progress with a focus on humanistic education, crafting inclusive environments where students engage with French not just as a set of grammar rules but as a vibrant connection between cultures. For meaningful progress, we need to ensure fair access, empower teachers, and keep reflecting on our practices — making sure that innovation serves as a catalyst for linguistic and cultural growth, rather than a source of exclusion.

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