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Students Perceptions of French Language Learning Through Digital Technologies

Ms. Emi Merlin R.

Assistant Professor in French, Department of Languages, Nehru Arts and Science College, Coimbatore, Tamilnadu, India

Email id: nascemimerlin@nehrucolleges.com

Abstract

The use of digital technologies in language education has transformed the teaching and learning of foreign languages worldwide. In particular, the learning of the French language has been enhanced by using different digital platforms such as mobile applications, learning management systems, video conferencing tools, and online resources. This paper investigates students' perceptions about learning French through digital technologies and investigates the advantages and disadvantages of technology-enhanced language learning. The study highlights the role of the digital tools in fostering more learner engagement, autonomy, accessibility and motivation. At the same time, there is a discussion of issues such as technological barriers, limited interaction, and digital distractions. These results suggest that digital technologies can have a positive impact on French language learning if they are effectively integrated into pedagogical practices.

Keywords: French language learning, digital technologies, online education, learner perceptions, foreign language teaching, educational technology.

Introduction

The rapid expansion of digital technologies has significantly influenced educational practices worldwide. In language education, digital tools have opened up new possibilities for learners to access authentic materials, engage in interactive learning activities and communicate with speakers of the target language. The integration of digital technologies has considerably transformed the teaching and learning of French. Traditional classroom instruction has been supplemented by the use of digital platforms such as Google Classroom, Duolingo, Quizlet, Moodle, Microsoft Teams and Zoom. These technologies offer learners flexibility, accessibility and personalized learning experiences. The COVID-19 pandemic increased the adoption of online learning environments, making digital literacy an indispensable part of language education.

The aim of this paper is to explore students' perceptions of French language learning through digital technologies and to analyse the benefits and difficulties of their use. Understanding learners' perspectives is crucial in order to develop effective instructional strategies and enhance language learning outcomes.

Digital Technologies in French Language Learning

Digital technologies are electronic tools and resources that we use to learn and to communicate. Such technologies include language learning applications, virtual classrooms, educational websites, multimedia resources, podcasts and online assessment tools in the field of French language.

Students are immersed in real French content: news articles, videos, films, podcasts, etc. to broaden their knowledge of the language and culture. Interactive exercises and gamified learning applications enable learners to acquire vocabulary, grammar, listening, speaking, reading and writing skills in an engaging way.

Students' Positive Perceptions

Many students consider digital technologies as useful tools for learning French. The flexibility is one of the biggest advantages. The learners can learn at their own pace by accessing the educational materials anytime and anywhere. The digital platforms also



Promote learner autonomy. Students can independently review lessons, practice language skills and track their progress. Mobile apps give instant feedback so learners can identify and correct their mistakes right away. Another huge bonus is motivation. Interactive elements such as quizzes, games, badges and progress tracking make learning a lot more fun. Multimedia appeals to different learning styles, and adds to a richer learning experience.

Furthermore digital technologies make it easy to communicate and work together. Students can talk to their classmates and teachers using discussion boards. They can also join classrooms and take part in online group activities. This helps them get better at languages and feel more confident when using them with technologies. Through technologies students interact with peers and instructors.



Challenges Faced by Students

Learning French with computers and things has a lot of points but students also have some problems. Sometimes the internet is slow. They do not have a good device or the software is hard to use and that can make it tough to learn.

Another thing that is a problem is that students do not get to talk to people face to face. Even though they can work together online some students think that learning on the computer is not the same as being in a classroom and talking to the teacher.

There are also a lot of things that can distract students when they are learning on the computer. They might

get messages on media or they might want to watch videos or they might try to do too many things at the same time and that can make it hard for them to focus.

Learning French with computers and things is also hard for some students because they are not very good, at using computers. Some students need help and practice to use the computer for learning French.

Impact on Language Skills Development

Different skills can be developed through digital technologies. Listening skill can be improved using authentic audio and video material. Reading skill can be developed through access to articles on the internet, blogs, and other digital texts. Writing skills can be developed using collaboration tools, discussion boards, and other online assignments. The learner gets immediate feedback, which improves fluency.

Speaking skills can be acquired using video-conferencing software for communication and presentations. Technology can also promote intercultural competence as the learners become exposed to French culture through online interactions.

Recommendations for Effective Integration

In order to benefit from digital technology, the teacher needs to employ learner-oriented approaches and make informed choices regarding digital technologies. Training programs need to be conducted in ways that would improve the digital competence of both teachers and learners.

There also need to be sufficient technological structures and internet connectivity to allow effective utilization of technology. A blended model of learning could provide the best approach between traditional and digital methods of teaching.

Finally, the use of technology needs to be complemented with active involvement of learners, collaboration, and critical thinking processes among learners.

Conclusion

Modern-day French language teaching has embraced the use of information technologies. Students find technology- based language learning flexible,

exciting, and easily accessible. The incorporation of information technology presents possibilities for independent learning, greater interaction, and better acquisition of language skills. But technical problems, diminished social interactions, and technological distraction should be taken into consideration.

Proper pedagogic approaches, sufficient infrastructural facilities, and continuous support for teachers and students are essential factors that will determine the success of modern day technologies in education. Educational technologies are expected to play a significant role in determining the future of French language education.

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