



Knowledgeable Research (KR)

ISSN: 2583-6633 | CODEN: KRABAU

International Open-Access Peer-Reviewed Refereed Multidisciplinary Journal

<https://knowledgeableresearch.com>

Spl. 01, Issue 04, July, 2026

Received: 10/06/2026 | Accepted: 22/06/2026 | Published: 31/07/2026

Progress of media, technologies and AI for learners of French language : Seeking a fine line

Prajesh Kumar Basu* (Assistant Professor)

Amity School of Languages, Amity University, Mumbai

Abstract:

Education being a central ground of experimental innovations, with the emerging technological advancements and AI integration, the sector continues to be in the centre of discussions. While the use of AI and different technologies are reshaping language education, nevertheless, they do not come without challenges. The foreign language learners are exponentially exposed to a large number of multimedia contents and online platforms such as language learning apps and translation tools, whereas the question of ethics and responsibility among the learners remain largely unexplored. Furthermore, raising awareness among educators of FLE are recommended in multiple researches for an objective based and effective language learning experience. The researchers demonstrated that YouTube videos, AI integrated apps and platforms such as Duolingo, and free dictionary apps can be helpful for the purpose of language learning. At the age of AI and technological advancement, the proliferation of AI tools, language learning apps and content creators, in contrast, raise the question of authenticity and integrity. This research paper aims to seek a meaningful fine line in terms of French language acquisition, especially for the beginners and the young learners. By means of a qualitative approach, this study synthesizes insights from existing literature, to offer actionable recommendations for institutions, educators and learners of FLE in an effort to surpass the grave ethical issues such as plagiarism and loss of critical thinking. Finally, the research paper aims to promote a responsible and ethical attitude towards the integration of media, foreign language learning apps, technology and Artificial Intelligence in learning French as a foreign language.

Keywords: Artificial Intelligence (AI), FLE, AI in Language Learning, Human-AI Collaboration, Digital Classroom, AI ethics in education.

***Corresponding Author:**

Prajesh Kumar Basu

Email: frenchwithbasu@gmail.com

INTRODUCTION:

Education being a central ground of experimental innovations, with the emerging technological advancements and AI integration, the sector continues to be in the centre of discussions. The use of AI and different technologies are reshaping language education. Nevertheless, they do not come without challenges. The foreign language learners are exponentially exposed to a large number of multimedia contents and online platforms such as language learning apps and translation tools, whereas the question of ethics and responsibility among the learners remain largely unexplored. At the age of AI and technological advancement, the proliferation of AI tools, language learning apps and content creators, in contrast, raise the question of authenticity and integrity.

Review of Literature

Raising awareness among educators of FLE are recommended in multiple researches for an objective based and effective language learning experience. The researchers demonstrated that YouTube videos, AI integrated apps and platforms such as Duolingo, and free dictionary apps can be helpful for the purpose of language learning.

A descriptive 2021 analysis shows that YouTube videos can be useful for foreign language learners. The SPSS software was used for analysing the collected data. The questionnaire shared with 69 undergraduate learners from different streams (they all were learners of French language course), demonstrated that 49% of the participants were helped by YouTube in terms of learning French grammar, vocabulary, and pronunciation. 57% of the respondents reported that YouTube videos are useful in completing tasks at a quicker pace. (Al-Jallad)

Zanyar Nathir Ghafar, Ayu Lestari and Melani Nur Cahya demonstrated in their research that although the technological advancement has hastened the pace and facilitated the process of learning French as a foreign language, when used incorrectly, the technology can cause loss of critical thinking and time. (Nathir Ghafar et al.)

According to Alireza Zaker (Ethical AI in Language Learning: Ensuring Responsible Innovation in the Digital Classroom), there exist several AI tools that function quite effectively in high-resource settings; but as far as the developing countries are concerned, there are many limitations in infrastructure which, added with large diversity of languages,

and socio-economic differences – seem to make the application of the tools more complex. Therefore, the ethical use of AI requires it to be modeled according to the context, which should be able to balance global innovation in front of the context-based, user friendly, and local necessities. It is truly necessary to redefine digital literacy in learning and teaching FLE. The ability to interpret the systems of AI and the AI-driven technologies, therefore evaluating the outcomes and finally integrating in an ethical manner with these systems are necessary to adopt. The competencies include the comprehension of bias in algorithms, raising questions on machine-generated recommendations or feedback, and when to draw a fine line between human and machine-judgement. For the educators as well as for the learners of FLE, who need to navigate through the complexities of the technological era, acquisition of these skills is crucial. (Zaker)

A qualitative data collection run by Marcel Pikhart and Blanka Klimova through questionnaires, found that in terms of AI-driven apps in learning a foreign language, often the ethical issues are being neglected. When various AI-driven tools are used in foreign language teaching-learning process, there is no prior assessments on whether these technologies come with grave threats or if their

use could be detrimental for learners. (Pikhart and Klimova)

Technologies and digital tools have become an integral part of French language learning. They have been proved to be successful in accelerating the engagement of learners, particularly of beginners. These tools include gamification of various learning modules, interactions between AI models or pre-recorded speech and the French language learners, helping the learners retain new words and learning their pronunciation. However, advanced learners of French have expressed disappointment because of limitations of contents for advanced language related practices. (Isaac and Ishibie)

The websites and social media contents fueled by the algorithms fail to understand the users' needs and contexts. They may reproduce biased data and errors which naturally affects the users' applications. Especially when it comes to beginners, it is impossible for them to distinguish the registers of language, or the difference between the words. These models of machine translation and generative AI, largely being influenced by English language data, fail to produce natural translation toward French. Therefore, professionals from the domains of writing, translation or education are likely more responsible to use these tools, as their

tasks include repetition, automation, and labour. But the young people, who are largely dependent on online tools and materials, are vulnerable to such errors and misleading data production by these platforms. (R. Elise)

In the past, learners of French language used to attend classes in offline mode with a human educator, or at local institutions. With the advancement of technology, this picture changed a lot, in online education through classes or apps or different language learning platforms on the internet. Mobile applications such as Dulongo help learners practice conversations through spaced repetition and social interactions. Apart from personalised learning, wide accessibility, the internet, applications, interactive virtual contents and AI-driven tools help even in cultural integration. There exist however multiple challenges with the integration of AI and these technological aids in French language education : the quality and credibility of the widely available contents and AI generated contents; above all, the overreliance on technology, for example, relying only and randomly on language learning apps for building vocabulary without learning the grammar of the language or without practicing speaking or writing in academically structured or planned way – may result in incomplete language development. (Anupama)

Problem statement

The rapid increase of AI tools, AI models, online media contents and language related apps is undeniable in today's scenario of French language learning. But the beginners or the young learners of French language end up lacking enough guidance on ethical and responsible use of such tools, platforms and even language-learning apps. This leads to risks of plagiarism, over-reliance on these tools and gradual and serious decline of the faculty of critical thinking. Even mature professionals often struggle to verify authenticity of over-availability of video contents, AI-generated textual contents, the existing data on a multitude of apps, websites and online platforms.

Research purpose

There is no denial that for the learners of French language, the proliferation of language learning apps, video contents and AI-driven tools present advancements in French language learning. Duolingo, Memrise, Babbel etc are language learning apps which have turned French language learning more accessible for the learners. Small and concise lessons help learners understand complex language modules in a more effective way. Gamification helps motivate the learners in progressing with their learning process. The gamification

provides exercises on grammar, vocabulary and pronunciation, followed by rewards and real-time feedback. (Cook)

This research paper seeks to promote not only ethical guidelines in terms of integrating AI-driven tools, multimedia contents, language apps in learning FLE, but also development of critical thinking, responsible use of technologies, and quest for authenticity.

Objectives

This research paper aims to seek a meaningful fine line in terms of French language acquisition, especially for the beginners and the young learners.

Scope of the study

This study focuses on the French language learners, in terms of their exposure to the profusion of accessible online content and most often over-reliance on technologies and the AI-tools. AI algorithms adjust in a dynamic way based on the abilities of the learner and their pace of learning. Although the tools and language learning platforms have a constructive intention, it is observed that inappropriate or unexamined use may lead to negative effects on learners. A descriptive, qualitative and analytical method is used to carry out this study, largely based on research

works conducted by various prominent researchers. While the study analyses the perspectives of French language learners, it excludes the other foreign language education, and the perspectives of educators of French language.

Significance of the study

The area of FLE education involves various AI-fueled platforms and tools which are booming their horizons at a rapid pace. The applications, tools and websites are not uniformly assessed before usage. (Pikhart and Klimova)

Despite the advancements in technologies, there remains a critical gap in understanding the ethical aspects, the authenticity of the outputs and the integrity in terms of their usage. The findings from this study will provide actionable insights especially for the French language learners to optimise the use of AI-tools, online platforms, language learning apps and translation tools and adapt a more responsible and ethical approach for their personal growth.

Methodology and Database Used

By means of a qualitative approach, this study synthesizes insights from existing literature, to offer actionable recommendations for

institutions, educators and learners of FLE in an effort to surpass the grave ethical issues such as plagiarism and loss of critical thinking.

Research Analysis or Research Discussion

According to Hockett (1958), language is humanity's most precious asset. Unlike animal language, acquiring human languages involves a gradual learning process. Therefore, human languages can be taught. French language teaching has witnessed remarkable evolution, starting from traditional grammar-translation-dictation methods influenced by behaviorism, to recent approaches such as action oriented approach that considers learners as actors of a society in the process of their own learning. Emerging technologies, internet and applications promise to profoundly transform the system of language education in the coming days. (Ramachandran)

AI can be used to raise awareness for the French language learners on the sophistications of cultural aspects, according to a prominent research conducted by Johanna Lea Korell and Paulina Albrecht. Research shows that AI systems help in analysing the progress of learners, and addressing the gaps. AI-generated content can even foster analytical and critical thinking. For example, when a learner or an educator uses AI-based translation tools, an educator is able to analyse its limitations and

while assessing the accuracy of the AI-generated contents, an educator is encouraged to utilise their own critical thinking skills. Applications such as Duolingo not only facilitate learning, it enhances the skills of the learners by gamification. Therefore, the gamification plays a primordial role in motivating the beginners. These platforms encourage the learners to learn the foreign language in a fun and easy way. (Albrecht and Korell)

In a research project hosted by UNESCO, three experts and over 500 French-speaking educators from 38 countries came together in 2025 to analyse and study the role of AI in education. Alongside the experts, the participants affirmed that learning is essentially carried out by the means of human interaction, even in the age of AI and technologies. Nevertheless, it is crucial for the educators to adapt their way of teaching to the ever-evolving tools and AI-driven platforms which are reshaping education. According to one of these researchers, if AI is asked to generate a story, often a white male is portrayed as the principal character. Therefore, AI-generated contents are very often biased and partial to certain ethnicity or limited to a certain culture. Therefore, the educators must be always cautious and vigilant about from where a content is generated, they must investigate the

origin of the content, and they must observe if the cultural diversity is represented through the AI-generated contents. No cultural tradition must be marginalised. (AI in Education: Ensuring Ethical and Human-Centered Integration)

Over-reliance on AI tools or applications may undermine human interaction and reduce the quality of learning, as it completely ignores the traditional teaching-learning methodologies. (Cynthia Ijeoma Okoye and Saenab Tidjani)

AI should be one of innumerable teaching aids, and it must not be a replacement of human educators, or of teaching methodologies such as, ‘méthode directe’, ‘méthode audiovisuelle’, ‘approche communicative’, ‘méthode actionnelle’ etc. An excessive dependence on these technologies may exacerbate the situation by further diminishing the importance of a human educator in a French language classroom, who plays a pivotal role in nurturing critical thinking, creativity, imagination and cultural understanding in learners. Therefore, with the inappropriate application of these tools and digital technologies, the educator-learner interaction declines. Thus AI-driven platforms and over reliance on translation tools, mobile applications and online platforms present the risk of creating a less holistic, and less dynamic

education for French language learners. To ensure that the interpersonal communication between learners and educators remains a primary and core element in French language learning, it is necessary to maintain an equilibrium between the digital tools of language learning and the academic teaching methodologies which are mentioned previously.

Before the technological age put its steps on language education, the learners used a thorough dictionary work for gaining knowledge on the vocabulary and learning the appropriate use of the words. By spending time on a traditional dictionary, learners applied more effort and therefore they could pay more concentration. It is impossible with the digital and electronic dictionaries. The learners can find easily and rapidly the meaning of each word, without understanding the additional meanings, nuances of the terms, application or other complex cultural connotations. Secondly, finding words without effort leads to forgetting them easily, and thus, the learners lack the interest of interacting with an authentic dictionary. Often AI tools give incorrect or wrong translation, which a beginner of FLE fails to identify and end up using in real life contexts or in academic examinations. Therefore, the online dictionaries, AI-driven translation tools and the

dictionary apps need to be monitored and developed so that they contain all the nuances of each term and expression, along with authentic examples. These tools must be reoriented in a way that the learners are encouraged to retain and later recollect the vocabulary, perhaps by welcoming them to take notes in a notebook – thereby, balancing the traditional and the modern approach of learning French language. (Nathir Ghafar et al.)

The availability of audio-visual contents on the internet proves to have a great impact on French language learners. The textual and video materials can improve their language skills outside of their textbooks. These resources are without doubt necessary in learning about the culture and different regional pronunciations. Such resources must be incorporated in a planned and systematic way by a human educator in the FLE classes to maximise the effectiveness of the teaching-learning process. (Debnath and Kamal)

Results or Findings

Learners of French can find genuine and authentic materials often from the internet. Accessing the multi-media materials, audio-visual contents and available online educational materials enables learners to understand their subject of studies more vividly. However, processing and utilising the

available material very often requires prior knowledge on the correct use of AI tools, translation apps, and online platforms from the learners' side. In addition to that, they also need to be able to identify or distinguish the appropriate meaning or nuance of words or sentence structures for particular contexts. Randomly and abundantly available contents can be easily accessible, but they can prove to be full of imperfection. (Ranjan and Partsanakis)

Therefore, orientation or training is not only required for the educators, but equally for the learners, as well as for the guardians or parents of the young learners.

Language tools powered by AI in the future, need to provide more personalised and enriched learning experiences. The algorithm of machine learning should be developed and oriented in a way that the language learning tools and platforms would be capable of analysing the requirements of the learners and the contexts more precisely. They should be able to identify the patterns of learning in individual learners, analyse their strengths and understand their areas of improvement. Adapting to the learners evolving needs and their level of understanding of the language mechanism, the learning trajectories should be customised. AI tools and AI-driven apps

generate feedback on language levels, assessing pronunciation, grammatical skills and the span of vocabulary of learners. These feedback must be monitored and organised in a way that they can correct the learners' mistakes and help them learn the language more accurately. Thus, the AI tools and online contents should be able to assure that learners of FLE are not overwhelmed by the difficulty level or the over-availability of the same material on online platforms in various forms. Focussing on the areas where the French language learners require the support, this approach will be able to optimise the process of learning – turning it to a more efficient and effective process for the learners. (Kumar Jha and Rai)

21st century language education requires digital integration. This digitalisation needs the users to be trained with skills, problem-solving competencies and cognitive abilities. The use of mobile apps for learning French incorporates solving puzzles, and other games which accelerates the learning process by promoting fun and more enjoyable ways. But it is increasingly necessary for the educators as well as the learners to be open to obtain orientation and training for the appropriate outcomes. (Francis and E.)

The motto of Duolingo (a smart phone based foreign language learning application) is “Free language education for the world”. Mobile device-based applications are known for propagating flexibility in learning and their potential to promote learning through fun. A 2020 empirical research data shows that many young learners of French language are attracted to learn French using Duolingo Class application. Nevertheless, the beginners were assessed by the self-constructed test, and the outcomes were mixed. (Krunoslav et al.)

The process of language learning already started declining before ChatGPT came into existence. According to the recent data from Modern Language Association (MLA), published in late 2023, demonstrated that between the years 2016 and 2021, the sharpest decline in the history of the organisation's survey was observed: 16.6% fall in language enrolments outside of English within colleges and universities in the USA. Enrolments of French learners declined 23.1% between the same scale of time. Although AI-driven translation tools remove the real-life need of learning basic grammar and vocabulary, they are attracting more internet users to foreign languages, through the entertainment world and online inter-cultural interactions. This works as a paradox in French language learning. On the other hand, Ana Niño, Senior

Lecturer at the University of Manchester, stated that language education ameliorates intercultural comprehension, it develops communication skills and fosters critical thinking that translation softwares and technologies can never replicate. (AI Speaks Every Language. So Why Learn French?)

In terms of motivation and accessibility, the contents available on the internet and the AI-driven tools and apps are truly helpful for self-learners. But without prior assessments of these tools and apps lead the learners to shallow learning. The educators, parents or guardians of the young learners and the French language learners themselves, must gain orientations and training on AI use, and ethical responsibilities. AI and language learning apps remain useful for practice, but human educators are required for the judgement of the learners' outputs, the assessment of the tools they tend to use, monitoring and therefore explaining the limitations of the profusion of online contents, language learning apps, online language learning platformed and AI-fueled tools. (Artificial Intelligence in the Teaching of French as a Foreign Language (FLE))

Therefore, a responsible and ethical approach towards the AI integration in French language learning, the use of media, French language learning apps, and other technologies can

reshape the mode of learning French as a foreign language.

Recommendations

The integration of AI and technologies in education is one of the most discussed areas in today's researches on language education. This study exclusively focuses on French language learners. This paper bridges between the advantages of the technology, and the real life challenges. It opens the doors of future research works on different aspects of French language teaching-learning methodologies and balancing the use of AI, online platforms and language learning applications.

Conclusion

French is one of the Romance languages. It is a language of 'love' which is spoken with passion and precision. The Internet and technologies are an integral part of the French language learning eco system. AI tools, apps, video contents available widely on YouTube, translation tools and language learning platforms driven by AI, present multiple advantages for French language learners. The learners enjoy gamification and audio-visual aids, which surely motivates them in readily adapting a new language, and retaining new words. In a very short span of time, they can acquire an abundance of vocabulary and

knowledge. However, it is observed that French native speakers are less likely to access the internet and language learning apps than many other major language speakers. Thus, French language learners from different countries are less likely to find their required language materials and resources from a native speaker, and more likely from AI-generated contents or translations resulting in loss of cultural engagement, and critical thinking. Their ability to grow interest and critical thinking is therefore constrained through random and unassessed use of such tools and platforms. Therefore although it is the responsibility of the policy makers and the creators of the apps and tools, it is majorly a responsibility of the parents, the educators and the beginners of FLE to maintain accuracy, foster critical thinking, and promote education on responsible use of AI, orientations on AI-driven tools, translation tools and language learning apps – in order to sustain the purity of French language. (Koua)

Therefore, to gain a comprehensive learning experience, AI-integrated tools, apps, language learning platforms and traditional methods of teaching FLE need to be combined and balanced; finally, an immersive learning experience should be incorporated as well. (Anupama).

REFERENCES

1. *AI in Education: Ensuring Ethical and Human-Centered Integration*. 2025, <https://www.unesco.org/en/articles/ai-education-ensuring-ethical-and-human-centered-integration>.
2. *AI Speaks Every Language. So Why Learn French?* 2026, <https://economictimes.indiatimes.com/nri/study/ai-speaks-every-language-so-why-learn-french-anymore/articleshow/131342777.cms?from=mdr>.
3. Albrecht, Paulina, and Johanna Lea Korell. "Artificial Intelligence in French and Spanish Foreign Language Education: A Systematic Review and Future Perspectives." *Language Education and Technology Journal*, vol. 5, no. 1, 2025, pp. 21–41, <https://www.langedutech.com/letjournal/index.php/let/article/view/90/68>.
4. Al-Jallad, Marian. *Students' Perceptions and Attitudes Towards the Use of YouTube in Learning French Language*. 2021, <https://doi.org/10.36394/jhss/18/1B/13>.
5. Anupama. *The Impact of Technology on French Language Learning*. 2024, <https://eduwatts.com/blog/impact-of-technology-on-french-language-learning/>.
6. *Artificial Intelligence in the Teaching of French as a Foreign Language (FLE)*. 13

- Mar. 2024, <https://www.ccf-sorbonne.fr/en/category/tips/>.
7. Cook, Vivian. "Learning French in the Digital Age: The Role of Technology in Language Acquisition." *Journal of Foreign Language Education and Technology*, vol. 9, no. 3, Sep. 2024, <http://jflnet.com/jflnet/>.
 8. Cynthia Ijeoma Okoye, and Saenab Tidjani. "Artificial Intelligence for Language Learning: Exploring the Transformative Role in French Language Education, Addressing Challenges and Unlocking Opportunities in the U.S." *International Journal of Science and Research Archive*, vol. 14, no. 2, Feb. 2025, pp. 1202–11, <https://doi.org/10.30574/ijrsra.2025.14.2.0451>.
 9. Debnath, Bipul Chandra, and Mohammad Absar Kamal. "The Role of Media Materials in French Language Learning: A Case Study." *Teacher's World: Journal of Education and Research*, vol. 49, no. 2, Dec. 2023, pp. 75–84, <https://doi.org/10.3329/twjer.v49i2.71988>.
 10. Francis, Adetuyi-Olu, and Olukemi E. *The Perceived Effect of the Use of Mobile Apps for Learning French Language on the Linguistic Competence of Teacher-Trainees of French in Nigeria*. vol. 13, Dec. 2020, https://www.researchgate.net/publication/365366041_The_perceived_effect_of_the_use_of_mobile_apps_for_learning_French_language_on_the_Linguistic_Competence_of_Teacher-Trainees_of_French_in_Nigeria.
 11. Isaac, Charity, and Ishibie. "The Impact of Digital Technologies on French Language Learning (L'impact Des Technologies Numériques Sur L'apprentissage Du Français)." *Cascades, Journal of the Department of French and International Studies (Cascades : Revue Internationale Du Departement De Français Et D'études Internationales)*, vol. 3, no. 1, 2025, p. 2025, www.cascadesjournals.com;
 12. Koua, Viviane. "The Internet in French Language Teaching and Learning: Positive and Negative Impacts." *Theory and Practice in Language Studies*, vol. 3, no. 4, Apr. 2013, pp. 564–71, <https://doi.org/10.4304/tpls.3.4.564-571>.
 13. Krunoslav, Mikulan, et al. "THE USE OF ONLINE/MOBILE APPLICATIONS IN FOREIGN LANGUAGE LEARNING /TEACHING: AN EXPERIMENT INTO LEARNING FRENCH WITH DUOLINGO SCHOOL." *QUALITY IN CONTEMPORARY EDUCATIONAL PROCESSES CONGRESS PROCEEDINGS*, 2019, https://www.researchgate.net/publication/351138417_The_Use_of_OnlineMobile_Applications_in_Foreign_Language_LearningTeaching_an_Experiment_into_Learning_French_with_Duolingo_School.

14. Kumar Jha, R., and P. Kant Rai. "Analyzing the Effectiveness of AI in French Language Teaching-Learning Methods." *Metaversalize*, vol. 1, no. 3, 2024, pp. 160–70, <https://doi.org/10.22105/metaverse.v1i3.79>.
15. Nathir Ghafar, Zanyar, et al. "Effects Of Technology On Foreign Language Learning And Its Negative Impacts: An Overview." *Journal Of Economics, Technology And Business (JETBIS)*, vol. 2, May 2023.
16. Pikhart, Marcel, and Blanka Klimova. "A Qualitative Study on Ethical Issues Related to the Use of AI-Driven Technologies in Foreign Language Learning." *Scientific Reports*, vol. 15, no. 1, Dec. 2025, <https://doi.org/10.1038/s41598-025-13741-6>.
17. R. Elise. *French and AI: Threat or Opportunity?* 2025, <https://professeursdefrancais.com/en/french-language-news/french-and-ai-threat-or-opportunity/?nocache=1>.
18. Ramachandran, Priya. *The Impact of Technology and Artificial Intelligence in French Language Teaching*. 2025, <https://doi.org/10.1515/jccall-2023-0003/html>.
19. Ranjan, Manish, and Leo Partsanakis. *Role of Internet in French and Foreign Language Teaching-Learning Process*. https://www.academia.edu/36771035/Role_of_Internet_in_French_and_Foreign_Language_Teaching_Learning_Process?auto=download. Accessed 29 May 2026.
20. Zaker, Alireza. "Ethical AI in Language Learning : Ensuring Responsible Innovation in the Digital Classroom." *Integrating Emotion, Culture, and Technology in Language Education: Rethinking Teaching in the Digital Age*, edited by Neda Fatehi Rad et al., ZERODALE, https://www.researchgate.net/publication/397797020_Ethical_AI_in_Language_Learning_Ensuring_Responsible_Innovation_in_the_Digital_Classroom. Accessed 29 May 2026.