

Digital and Education for Sustainable Development: Teaching-Learning French as a Foreign Language

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Abstract

Our article focuses on the teaching and learning of French as a foreign language through digital technology. Our objective is to integrate digital technology into the teaching and learning of French to maintain education for sustainable development. What are the means to consider to respond to teachers' difficulties in using digital technology to teach French as a Foreign Language? The survey questionnaire and direct observation shows that Burundian basic school establishments don't have computer tools. Motivation and curiosity, the development of autonomy in learning, the richness and diversity of resources, the assimilation and memorization of knowledge, improvement of academic results, documentation, are of the advantages of integrating digital technology into the teaching and learning of FLE. The analysis of the results was carried out using two analysis methods the quantitative method for numerical data as well as the qualitative method to diversify the quality of the responses given to teachers.

Keywords: digital, education, ICT, Teaching-learning, sustainable development

1. Introduction

French although it is a language of communication, it is a foreign language, of teaching, taught, of the Internet. It is a language used in European countries in general and in particular African countries including Burundi. At present, digitalization plays an important role in language learning. In recent years, new Information Communication Technologies (ICT) have experienced sustainable and rapid development at the level of digitalization in the education sector. Introduced in the company's various sectors of activity, these technologies make it possible to search, store, process and disseminate an impressive quantity of information, in the form of data of various types (text, sound, images, simulations, etc. . .). They are used to communicate, collaborate, create and publish information. ICT thus affects the fields of economy, politics and education in a remarkable way. In the education sector, for example, their usefulness is undeniable. Within the educational institution their use is multifaceted. Teachers, students and administrative staff benefit from it in their various tasks. The integration of ICT in the teaching of languages in general and French in particular produces satisfactory results. The flexibility of learning, accessibility to knowledge, increased exchanges are all advantages that can be gained.

For these tools to be integrated into teaching, schools must first have them, which is not always the case. Furthermore, users (teachers and students) of these tools should benefit from training on their use to optimize teaching and learning. The use of ICT for teaching and learning purposes is supposed to take into account current teaching methods and approaches in education systems. It serves to strengthen the appropriation of knowledge and the development of skills of class actors.

2. Research Objective

Our research work is based on the following objectives:

- Integrate ICT into the teaching of French as a foreign language to ensure sustainable development in the field of education.
- Facilitate the teaching-learning of French, research through ICT (digitization)

3. Problematic

Use of digital technology in the teaching-learning of French in public and private establishments is not observable despite the introduction of the ICT course in basic education in Burundi. We can ask ourselves questions as to whether basic school establishments have computer equipment. Do teachers have the knowledge (representations) to put into practice?

This skill? Do teachers use computers to teach French in primary school? For what purpose? What are the means to consider to respond to teachers' difficulties in using digital technology to teach French as a Foreign Language? What is the role of integrating digital technology (ICT) into the teaching and learning of French as a Foreign Language?

4. Assumption

Burundian basic school establishments do not have computer equipment. Primary school teachers would not have the digital knowledge to put ICT into practice in teaching FLE.

Motivation and curiosity, the development of autonomy in learning, the richness and diversity of resources, the assimilation and memorization of knowledge, self-evaluation, the improvement of academic results, documentation, would be the advantages of integrating digital technology into teaching and learning FLE. Training of trainers/teachers would be necessary to develop computer knowledge. Equipping classes with IT tools would be an advantage in the teaching of French as a Foreign Language.

5. Point of Readings

A number of works have highlighted the link between digital technology and the education sector. This work shows that the presence of technology in society influences the places of knowledge. Pouts-Lajus and Riché-Magnier (1998, p.16), for example, emphasize the intercultural and international aspect of networks and the richness of the Web. For these authors, these tools promote international linguistic exchanges between students. From their point of view: "Networks, because they are based on an international logic, create particularly motivating situations for language learning" (Pouts-Lajus and Riché-Magnier, 1998, 16). For Devauchelle (2012), ICT changes the teacher-student educational relationship and modifies the relationship to knowledge by promoting the development of disciplinary skills and transversal skills (p.112). In the same sense, Klein (2013,) emphasizes that digital technology strengthens both the student's motivation and strategies for learning as well as the practices of teachers for teaching people to learn (p.24). Regarding the use of ICT in learning French, Guichon (2012) writes: "ICT can provide added value for developing language skills." (p.12). These tools, according to these authors, are easy to use and offer authentic documents. They provide access to a diversity of resources for both the learner and the teacher. Research highlights the complexity of the process of pedagogical integration of ICT by teachers. The latter show that many factors can influence this process positively or negatively.

For Raby (2005), the ICT integration process goes through four stages, namely: awareness, personal use, professional use and educational use. (p.36). These stages are respectively summarized in these terms by Lefebvre S. and Fournier H. (2014):

Awareness: this stage is characterized by indirect contact with ICT by teachers, either on a personal or professional level. For example, the teacher knows that ICT exists and that some of his colleagues use them inside and outside of school. He wonders, but does not use them or very little. The author explains that depending on the motivation that pushes teachers, they will move from one stage to another depending on their curiosity or their obligation.

Personal use: at this stage, the teacher masters technical basics, produces personal documents, communicates with family and friends, searches for information. These uses are motivated by curiosity or a specific need.

Professional use: the teacher goes through this stage more or less quickly depending on the source of motivation (curiosity, need or obligation) and according to their previous experience with ICT; he has mastered technical basics, encounters fears and insecurities, has a perception of a lack of time to use ICT and a lack of accessibility to technological tools. He produces documents, communicates with colleagues or searches for information regarding his work. Furthermore, it calls into question the relevance of certain uses.

Educational use: this stage corresponds to the use of ICT for educational purposes, during tasks directly linked to students, teaching and learning. Four stages are associated with it. At the familiarization stage, ICT is used as a game, a reward or an occupation; at the exploration stage, ICT provides support for lecture teaching, allows reinforcement, enrichment or information search activities aimed at acquiring or acquisition ITC. (p.47)

6. Research Methodology

To report on the current state of the integration of ICT in the professional practices of teachers in Burundi, we used two types of survey: the questionnaire technique and that of observation. Seeking to describe the current situation of ICT integration in French classes in Burundi, we submitted our survey questionnaire to a population of 20 fundamental cycle 4 teachers. The aim was to collect the point of view of these respondents from both private and public schools and whose years of experience vary on the use of ICT. The observation technique aimed to report on the technological equipment available to schools. Class visits to see if teachers are using IT tools have been carried out. We used the documentary method. We went to the SOS high school, the Sainte

Catherine School in Gasenyi, the Technical high school of the Plaine, EPEBU of Carama, the Clarté Notre Dame high school of Vugizo, the Holy Spirit high school, the Municipal high school of Kamenge and the Carama I Fundamental School. The choice of these schools is justified by the fact that they are located in an urban area. There are denominational, secular, private and public schools.

7. The Link Between the Development Sustainable and the Integration of Digital Technology in Teaching and Learning French as a Foreign Language (FLE)

The integration of digital technology into the teaching of French as a foreign language (FLE) is a key lever for achieving the Sustainable Development Goals in education. Indeed, digital technology promotes more equitable access to educational resources, improves the quality of teaching, and encourages lifelong learning, in line with Sustainable Development Goal 4 (SDG 4), which aims for inclusive, equitable, and quality education.

In the context of FLE, digital tools such as online learning platforms, mobile applications, virtual classrooms, and multimedia resources allow learners to access authentic French content, regardless of their geographical location or socioeconomic constraints. This accessibility helps to reduce certain educational inequalities.

Furthermore, digital technology promotes more sustainable teaching practices by reducing paper use through the digitization of learning materials. It also encourages the development of essential digital skills for active participation in contemporary society and the job market.

The integration of digital technology into French as a Foreign Language (FLE) teaching can also raise learners' awareness of sustainable development issues. Through collaborative projects, online research, and the analysis of digital documents addressing environmental, social, and economic issues, learners simultaneously develop their language skills and civic awareness.

8. Search Results

The data presented under this point come, on the one hand, from the responses provided by the teachers surveyed to the various questions asked of them and, on the other hand, from our own observations carried out within schools.

8.1 Description of Respondents' Responses

Several questions were addressed to the respondents. This includes their use of ICT, the training they have received or not in this area, the skills they have developed in this area and the equipment made available to them by their respective establishments. The questions to ask teachers are grouped according to themes.

8.2 The Use of ICT by Teachers

Have you already used IT tools in your teaching-learning of French?

The responses recorded from the teachers surveyed go in two directions. On the one hand, those who respond in the affirmative to the number of 12 and 8 respondents who admit to having never used ICT in their courses. Teachers who responded in the affirmative said they often used ICT in their teaching. 7 responded that they did it occasionally and 5 others rarely. It seemed important to us to find out if the teachers surveyed had their own computer. The responses collected show that only 5 teachers have personal computers. Teachers told us that they had access to a computer in class. Among these teachers, 4 specified that there were around twenty computers present in the computer room of their establishment and 6 vaguely stated that around ten of these computer tools were available to them. According to the respondents, we can see that not all the establishments where they work are equipped with computers. Mentioning in our survey the support of the Interactive Whiteboard or the Interactive Digital Board used as part of the implementation of ICT or TICE, many respondents admitted not knowing what it was about. A few said they had heard about it during their training but had never seen it.

As for the use of the computer to teach the French course, as for the use of the computer to teach the French course, we recorded 5 positive responses compared to 15 negative responses. The reasons given are that the computers available to establishments are reserved for specific courses and not for French. The absence of an internet connection and electrical current, the teacher's insufficient computer training, and the unavailability of computer rooms are also reasons put forward to justify the non-use of computers for French lessons.

For what purpose do you use the computer at school? 2 of the teachers interviewed responded that they use the computer to teach French lessons, emphasizing that this tool is used for word processing. The other 3 state that it allows them to watch videotapes to support their teachings.

Means to consider to respond to teachers' difficulties in the use of digital technology

8.3 Have You Already Had ICT Training? If So, Who Gave You This Training?

This question was addressed to our respondents. The answers given show that most teachers benefited from training on ICT during their initial training. Indeed, since 2012 a module on ICT has been introduced into the

teacher training system. Some responses mention training organized by the educational establishments of those concerned. Generally speaking, this training received was essentially theoretical due to the lack of appropriate IT tools. So this training did not bring beneficial results for the teachers as they were kind enough to let it be known. These teachers say they did not have the opportunity to apply what they learned. Therefore, they do not think they have the skills to be able to integrate this tool into the teaching of French. However, some say they sought training to fill these gaps in the use of computer equipment.

8.4 The Role of the Integration of ICT in the Teaching-Learning of French

Teachers were invited to comment on the advantages linked to the introduction of ICT in educational activities. The latter had to choose one of the response methods completely agree; somewhat agree; Mostly disagree; strongly disagree with the following predefined responses:

- 8 teachers tend to agree that ICT arouses motivation and curiosity, while 12 teachers completely agree. 3 teachers out of twenty do not agree at all that ICT develops autonomy in learning. 2 teachers tend to disagree, 7 teachers tend to agree, 8 teachers completely agree that ICT develops autonomy in learning. 4 teachers agree that ICT allows for the richness and diversity of resources. 16 teachers completely agree that ICT allows for the richness and diversity of resources. 5 teachers rather disagree regarding the assimilation and memorization of knowledge, 6 teachers tend to agree, 9 teachers completely agree. In relation to the evaluation, 6 teachers Disagree at all, 2 teachers slightly disagree, 6 teachers Slightly agree, 6 teachers completely agree. Regarding the improvement of academic results, 4 teachers do not agree at all, 4 teachers do not agree, 8 teachers do not agree, 4 teachers completely agree.

Having the results obtained, the most significant response modalities are somewhat agree and completely agree which are positive responses. All teachers adhere to the idea that ICT arouses motivation and curiosity in the classroom. More than half of the teachers who answered favorably to this question have no doubt on this subject. In the same sense, reactions are largely favorable to the fact that ICTs offer a wealth and diversity of resources. $\frac{3}{4}$ of the respondents emphasized that ICT develops autonomy in the process of acquiring school knowledge and helps to assimilate and memorize knowledge. We note that $\frac{1}{4}$ of the teachers do not embrace this vision. The same observation can be made about ICT as a vector of self-evaluation or improvement of academic results. Even if a little more than half of the respondents think that digital tools contribute to optimizing student success and can be used to determine one's own merit, the fact remains that more than $\frac{1}{3}$ of respondents do not subscribe to this declaration.

8.5 IT Tools Observed in Establishments

The observations carried out within schools aimed to take stock of the digital tools available to teachers. From our investigations we can make the following inventory: SOS High School, we have 20 computers, 1 projector, with connection. Saint Catherine School of Gisenyi, this school has 10 computers with connection. The Plaine technical high school has 20 computers with connection. EPBU Carama has 3 computers with connection. Lycée Clarté Notre Dame de Vugizo 15 machines with connection. Lycée du Saint Esprit has 16 machines with connection. Lycée Municipal de Kamenge has 3 computers without internet connection. Ecofo Kamenge I have 1 computer without internet connection.

Among the establishments with the most computers are the Lycée SOS and the Lycée Technique de la Plaine, which have 20 each. The large number of computers in these establishments comes from the fact that the Lycée SOS is a private school which has a great reputation and which is supported by an international foundation. The Lycée Technique de la Plaine, for its part, houses management, IT and accounting courses where IT tools are more than necessary. The Lycées du Saint Esprit et Clarté Notre Dame de Vugizo and the Ecole Saint Catherine de Gasenyi have respectively 16, 15 and 10 computers. These educational institutions, it must be emphasized, are establishments under Catholic and Protestant conventions. In contrast, the Kamenge municipal high school and EPEBU Carama only have 3 computers. No interactive whiteboard, one video projector in only one establishment visited and the internet connection not always present.

9. Discussion of Results

This study shows that a significant proportion of the teachers surveyed declare that they regularly use ICT as part of their teaching activity. This result can be explained by the fact that our sample is made up of young teachers who were able to familiarize themselves with the computer tool during their initial training. This use of ICT that the respondents mentioned is limited, in fact, to the use made of it for documentary research for the development of the course. In the French class in Burundi, there are rare occasions when the computer makes its entry. Teachers, due to their limited computer training, do not always know how to use digital tools in their teaching practice or in their interactions with their students. Furthermore, the technological equipment that should be used to run the class is not easily accessible. Therefore, the implementation of what is commonly called teaching differently is struggling to be a reality in Burundian classes.

The analysis of the data collected as part of our study reveals different profiles of teachers regarding the use of ICT. A first group of teachers is not in direct contact with ICT in their professional activity even if they are aware of their existence. A second group of teachers makes personal use of ICT to obtain information and communicate with loved ones. A third group of teachers uses ICT to search for documents that help them construct their lessons. The last category of teachers uses computer tools for word processing during the course of the class. As we can see, we are dealing with the four stages of the ICT integration process cited by Raby (2005). Teachers motivated by personal curiosity are familiar with computers and have some mastery of technical basics, which allows them to do personal research. As for the professional use stage, we notice that teachers, through their mastery of technical basics, are looking for information. In other cases, teachers use ICT for educational purposes. They remain, however, at the exploration stage since they use technologies as a means of enriching teaching. Our study revealed that teachers do not have computers even though this IT tool represents an essential element in the use of ICT by the teacher. Furthermore, the insufficient training of teachers in the use of digital resources constitutes an obstacle to their integration into teaching practices. It is in this sense that Karsenti (2008) emphasizes that we can only speak of successful educational integration of technologies when their use facilitates and enhances learning or teaching. This author insists on the importance of a differentiation between the presence of ICT and their integration. (p.131). From his point of view, their mere presence in class is not enough. In the same sense, Marcel Lebrun (1999) pointed out that the integration and good use of technologies are not limited to the sole presence of the tool. He writes about this: "let's not believe that this will happen by itself: the tool is there, nothing but the tool; the other promises are the work of men in effort and time." (p.212)

ICT, as these authors point out, is not only for the use of teachers. They are intended for both the teacher and the learner. In the classroom, they can bring added value to the process of acquiring knowledge and play an essential role in the development of countries in general and in the field of education in particular. According to the latest report of the Higher Council of the 'education

"Students' performance in French varies overall between a low level and an average level. These results reflect the real level of students in most public establishments, many of them moving from one class to another with significant gaps in French since the second year of primary school" (2009, p.39).

Both the learner and the teacher can take advantage of this to build up an inventory of additive documentary resources. The educational institution would benefit from offering students the opportunity to access knowledge through technological resources which they increasingly use in their daily lives. Exploiting these tools for educational purposes could help generate motivation and the desire to learn in classes where teachers and students are depressed.

Furthermore, the insufficient training of teachers in the use of digital resources constitutes an obstacle to their integration into teaching practices. It is in this sense that Karsenti (2008) emphasizes that we can only speak of successful educational integration of technologies when their use facilitates and enhances learning or teaching. This author insists on the importance of a differentiation between the presence of ICT and their integration. From his point of view, their mere presence in class is not enough (p, 56). In the same sense, Marcel Lebrun (1999) pointed out that the integration and good use of technologies are not limited to the sole presence of the tool. He writes about this: "let's not believe that this will happen by itself: the tool is there, nothing but the tool; the other promises are the work of men in effort and time." (p.87)

Solutions to consider in the face of these problems

The respondents propose continuing training for teachers related to IT to ensure the teaching-learning of French as a foreign language using IT tools. This training creates changes in social life in an organization. According to Fabre (1994) "Any training action is intended to bring about change in a person or in an organization. (p.134). This means that each training in the subject must create changes in the trainee and in a society. The use of ICT in continuing teacher training could be an element of change in teaching practices if it is accompanied by action measures intelligent and responsive to the challenges and issues that underpin any reality-tested change planning. Hence, the importance given to the strategies implemented and the role played in this regard by the various regulatory mechanisms: development of action plans, means of financing, planning methods, reception structures, training methods, motivation measures, etc. According to Linard (1996), there is no longer any doubt that any educational project in the field of ICT requires political will, energy and resources that are both considerable and constantly in need of renewal. However, the bureaucratic model of centralized mega-projects does not seem to be the one that suits the complexity of innovations in this area (p.127)

10. Conclusion

ICT is increasingly making its way into school systems around the world. In Africa, reflections on the subject come to the conclusion that we must take advantage of the potential of ICT in education to encourage the

emergence of quality education and to promote learning for all throughout the lifespan. Life. This objective is also that of the educational authorities of Burundi who have begun the integration of technological resources within the educational institution. Through our study, we set out to report on the representations of Burundian teachers on ICT in schools and their practice in connection with these digital resources. This reflection also made it possible to take stock of the equipment available to teachers for the introduction of ICT into their teaching practices. We note that a little more than half of the teachers surveyed said they were familiar with ICT. Among them, few claim to use them in the course of French class. We note from our research that a significant number of teachers admit to having never used digital tools even if they think that they offer many possibilities to teachers and students. The latter emphasize that they have not benefited from any computer training, which explains why they are not accustomed to the use of ICT. Regarding the provision of technological equipment to teachers in their establishments, we observe that even if these tools exist, they are however insufficient in number and reserved for specific courses. These various findings call for a certain number of actions to consolidate the integration of ICT in the Burundian school system. This concerns in particular the training of teachers in digital technology. Concerning French teachers, they should be trained in the use of technologies with the aim of strengthening the teaching of the French language and facilitating its learning. Furthermore, (Ngono, 2012) affirms that it is necessary to equip schools with digital tools because insufficient equipment can really hinder the optimal use of ICT for educational purposes.

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