Cultural and Technological Challenges of Literary Translation in Teaching French as a Foreign or Second Language (FFSL): A Pedagogical Tool in the Digital Age

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Abstract:

The impact of literary translation on the acquisition of French as a foreign or second language lies at the heart of this inquiry, with sustained attention to its sociocultural and technological dimensions. Drawing on a mixed-methods design that combines qualitative observation with quantitative assessment, this study explores how the translation of Francophone literary texts - selected for their cultural density and pedagogical richness - can meaningfully deepen learners' linguistic and intercultural competencies. We argue that digital tools, far from being mere technical accessories, fundamentally reshape the conditions under which literary translation is practiced and learned. Computer-assisted translation software, textual databases such as Frantext, and collaborative platforms were mobilized not as ends in themselves, but as mediating instruments whose pedagogical value was rigorously assessed through pre- and post-intervention translation tasks evaluated against a four-dimensional rubric. The results are encouraging: learners who engaged in digitally supported literary translation activities demonstrated tangible gains in lexical precision, syntactic fluency, and - most strikingly - in their capacity to navigate culturally embedded expressions that resist transparent rendering. Teacher feedback, for its part, pointed to a renewed sense of professional engagement with literary texts once digital tools were introduced into the equation. These findings carry concrete implications: literary translation deserves a more deliberate and sustained place in FFSL curricula, and teachers need targeted professional development to harness its full potential. Much, however, remains to be done — particularly in terms of longitudinal assessment

and the adaptation of these practices to underserved educational contexts where digital access cannot be taken for granted.

Keywords: Cultural Competencies; Linguistic Competencies; French as a Foreign Language (FFSL); Social and Human Sciences; Literary Translation.

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1. Introduction

Literary translation occupies a peculiar and, we would argue, underestimated place in the teaching of French as a foreign or second language. Unlike grammar drills or vocabulary exercises, it confronts learners with language in its full cultural thickness - with all the opacity, ambiguity, and historical resonance that literary expression entails. As Kharroubi and Zidouri (2022, p. 410) convincingly demonstrate, engaging with literary texts in translation exposes learners to the cultural, historical, and social contexts that shape meaning in ways that no decontextualized language exercise can replicate. As both a didactic instrument and a cultural encounter, literary translation invites students to move beyond surface decoding and engage with the deeper textures of Francophone thought and sensibility (Blanchet, 2004-2005; Berber, 2012, p. 50). In this sense, it represents what Boumaza (2023, p. 310) aptly describes as a privileged space for developing cultural mediation skills - skills that are increasingly recognized as central to the communicative and intercultural competencies foregrounded in contemporary FFSL pedagogy (Hamaizi & Khadraoui, 2021, p. 840). As both a didactic and cultural tool, it serves as a privileged means of learning, enabling students to explore linguistic subtleties and access the richness of the Francophone literary heritage. This study investigates the impact of literary translation on French language acquisition and analyzes how the integration of digital tools reshapes this pedagogical practice. The central research question guiding this inquiry is: How does the integration of digital tools into literary translation influence the acquisition of French by non-native learners?

Yet this overarching question calls for further articulation. Three more specific lines of inquiry structure the present investigation. We ask,

first, what kinds of cultural and technological obstacles learners actually encounter when they engage in literary translation within a FFSL classroom - and how these obstacles might be turned into pedagogical opportunities rather than sources of discouragement, a concern already flagged by Souames and Temhachet (2023, p. 990) in their work on the difficulties of literary text teaching in Algeria. We ask, second, whether and how specific digital tools genuinely enhance learners' competencies beyond what traditional approaches allow - a question that Boukhelef (2024, p. 278) has begun to address in the context of CAT tool training, but which remains insufficiently explored in strictly literary and intercultural pedagogical settings. And we ask, third, what this evidence implies for curriculum design and teacher preparation - a dimension that Praet and Verhelst (2020, p. 95) and Kornacki (2018, p. 112) have approached from the perspective of translation theory training, but which we seek to extend to the specific challenges of FFSL contexts. Underlying all three questions is a broader conviction that we wish to defend throughout this article : that literary translation, thoughtfully scaffolded and digitally supported, is not a peripheral luxury in FFSL pedagogy but - as Kebaili and Hadjoui (2022, p. 211) have argued - a uniquely powerful site where linguistic, cultural, and critical competencies converge and reinforce one another.

FFSL teaching has undergone significant transformations over the decades, influenced by political, economic, and cultural factors (Zhu, 2021, p. 70). In an era of globalization and increasing international mobility, proficiency in French is no longer merely a linguistic skill but also a key driver of social and cultural integration. Communicative and action-oriented approaches, now favored in curricula, aim to enhance linguistic competencies while fostering intercultural development and critical thinking among learners (Zhu, 2021, p. 71).

Within this context, literary translation has emerged as a powerful pedagogical tool. Once confined to the academic sphere, it is now recognized for its didactic virtues, facilitating both language acquisition and intellectual engagement. Through diverse literary works, learners are exposed to a variety of styles and cultural contexts, thereby developing

essential transcultural competencies (Kosovych, 2021, p. 10). The analysis of translated literary texts, particularly those of Kateb Yacine, provides an immersion into Algerian history and thought, allowing non-French-speaking students to grasp the linguistic and civilizational stakes of Francophonie (Boudersa, 2020, p. 630).

Moreover, literary translation fosters critical thinking by encouraging students to analyze translation choices and examine discrepancies between the source text and its translated version. The rise of digital technologies is also transforming this learning process: computer-assisted translation (CAT) tools and collaborative translation platforms create immersive and interactive learning environments, facilitating French language acquisition (Boukhelef, 2024, p. 10). By offering diverse and accessible resources, digital textual databases such as Frantext enable in-depth literary analysis, thereby enriching students' linguistic and stylistic understanding (Guillot, 2020, p. 87).

This study thus aims to assess the role of literary translation in FFSL teaching by exploring its intercultural, civilizational, and technological dimensions. It is based on a corpus of Francophone literary works selected for their linguistic and thematic diversity. The writings of Kateb Yacine, Assia Djebar, and Amin Maalouf have been chosen due to their historical significance and their ability to illustrate the plurality of Francophone identities. The study will examine how these texts, in conjunction with digital tools, contribute to improving the linguistic and cultural competencies of French language learners.

2. Theoretical Foundations: The Interface between Mediation and Didactics of French for No-Native Speakers

In the field of learning French as a foreign language (FFL) for non-native speakers, intermediation plays a crucial role in facilitating interactions between students and the target language's semantics. This conceptual framework examines the essential principles of mediation and French pedagogy for non-French speakers. The analysis explores the principles of convergence in language pedagogy, then delves into the

essence and scope of linguistic and cultural intermediation, which are vital for mutual understanding and for integrating students into various Francophone environments:

2.1 Fundamental Notions of Intermediation in Language Teaching

2.1.1 Conceptualization and Scope of Phonetic and Instructional Support

Sociocultural and linguistic intermediation is of paramount importance in the teaching of French as a foreign language. This approach transcends mere linguistic transposition, encompassing the interpretation of educational contexts and facilitating exchanges between individuals from distinct dialectological and educational spheres. The work of Hamaizi & Khadraoui (2021) highlights the importance of this mediation in developing intercultural competence. It enables learners to effectively navigate different cultures, understand implicit nuances in communication, and adapt educational content to make it more accessible. The cultural dimension of mediation offers learners the opportunity to explore and interact with various cultures. This method is essential for developing a profound comprehension of the traditions, convictions, and principles of the language being studied, as held by native speakers. As a result, it enhances students' ability to navigate and understand diverse cultural contexts. Ultimately, linguistic and sociocultural intermediation represents a cornerstone in the teaching of French as a foreign language (FFSL), promoting a comprehensive perspective on phonological acquisition that incorporates both linguistic and cultural facets.

2.1.2 The Role of Intermediation in the Common European Framework of Reference for Languages (CEFR)

This federative background underscores the importance of linguistic and sociocultural intermediation in language acquisition. It defines this competence as facilitating the transmission of information across linguistic and cultural barriers, encompassing three main aspects: textual mediation (comprehension and reformulation of texts), interlinguistic communication, which manifests in two primary forms: oral mediation, including

interpretation and translation, and intercultural mediation, involving the ability to navigate different cultural contexts. Literary translation is presented as a particularly effective exercise for integrating these dimensions into the teaching of French as a Foreign Language (FFL), exposing learners to diverse cultural expressions and thus enhancing their intercultural competence. This holistic approach aims to develop learners' ability to communicate effectively in multicultural contexts, going beyond mere linguistic proficiency to include a deep understanding of cultural nuances.

2.2 Didactic Approaches to FFL Integrating Literary Translation

The integration of literary translation into FFL teaching strengthens learners' linguistic and sociocultural skills. This methodological evolution underscores the importance of cultural intermediation and intercultural skills, reflecting the needs of modern language education adapted to a globalized world.

2.2.1 Evolution of Teaching Methodologies in FFL

Learning French for non-native speakers has evolved significantly in recent decades, moving from grammar-focused methods to communicative and intercultural approaches. The evolution of French as a foreign language teaching, influenced by the emergence of new pedagogical theories, has seen the integration of various tools, including literary translation. While classical approaches prioritized the mastery of grammatical and lexical structures, communicative and action-oriented paradigms, which emerged around 1980, emphasized the contextual use of language and the development of students' pragmatic skills (Berber, 2012, p. 50). Cultural mediation, now at the heart of this teaching, offers learners access to a range of cultural and literary representations of French speech. In this context, literary translation has become a valuable tool for developing intercultural and analytical skills, providing a deeper understanding of the cultural and contextual nuances of literary texts (Blanchet, 2004-2005).

2.2.2 Specific Contributions of Literary Translation to Language Skills Acquisition

Literary transposition proves to be an invaluable didactic tool in teaching French as a non-native language, offering authentic and fruitful phonetic immersion. According to Kebaili and Hadjoui (2022, p. 212), this approach "significantly enhances students' reading and writing comprehension skills while refining their metalinguistic awareness through the comparative examination of original and translated texts." Furthermore, as Kharroubi & Zidouri (2022, p. 410) assert, it stimulates "the development of intercultural competence by exposing learners to various cultural, historical, and social contexts inherent in literary creations." This pluralistic methodology of textual adaptation in French as a second language presents a dual advantage: it fosters a subtler understanding of linguistic nuances while cultivating sensitivity to cultural variations and the ability to adapt to diverse contexts—crucial skills in our interconnected world

3. Research Methodology

The presented scientific technique combines qualitative and quantitative methods to offer a more comprehensive perspective on the subjects examined. This methodological choice is based on the synergy between these approaches, facilitating the corroboration of data and enabling deeper exploration.

3.1. Methodological Approach

3.1.1. Justification for a Mixed Method (Qualitative and Quantitative)

The study is based on a mixed-methods approach combining qualitative and quantitative methodologies. This dual approach provides a more comprehensive understanding of the effects of literary translation and digital tools on learning French as a Foreign Language (FFL). Specifically, the qualitative approach allows for an in-depth exploration of learners' perceptions and experiences, while the quantitative approach offers empirical data collected from pedagogical activities and statistical analyses (De Jesus-Reyes, 2024, p. 71; Al-nakier et al., 2024, p. 10). This

combination ensures a holistic understanding of the impacts of literary translation and digital technologies on language learning.

3.1.2. Criteria for Selecting Literary Works

The selection of literary works was guided by several key criteria. First, cultural representativeness was prioritized, with the inclusion of texts from various Francophone regions (Africa, the Maghreb, the Caribbean, and Europe). This diversity exposes learners to a variety of linguistic registers and cultural contexts within the French language (Ait Menguellat, 2023, p. 20). Second, the linguistic complexity of the texts was considered, with a progressive selection of texts tailored to the learners' proficiency levels (Bouzeria & Addar, 2024, p. 780). Third, the pedagogical value of the works was a crucial criterion, with texts chosen to facilitate comparative analysis between the source text and its translation, thereby encouraging deeper reflection on translation challenges and linguistic subtleties (Kebaili & Hadjoui, 2022, p. 214). Finally, digital accessibility was a determining factor, with a preference for works available in digital databases, which facilitates the use of technological tools for analysis and translation (Guillot, 2020, p. 87).

These criteria did not operate independently of one another ; they converged in the selection of three authors whose works constitute a pedagogically coherent and culturally diverse corpus - one that reflects the plurality of Francophone identities that Ait Menguellat (2023, p. 20) has described as constitutive of the Francophone literary field.

Kateb Yacine's Nedjma (1956) was chosen for its dense layering of Algerian oral traditions and colonial French, making it an exceptionally rich site for exploring what translation theorists call the 'untranslatable' - those moments where a word or image resists transfer because it is too deeply embedded in a specific historical and cultural lifeworld (Ould Yaou, 2023, p. 1120). For Algerian learners in particular, working with Kateb Yacine generates what Boudersa (2020, p. 630) identifies as a qualitatively distinct form of metalinguistic and civilizational reflection.

Assia Djebar's Women of Algiers in Their Apartment (1980) was retained because her prose - oscillating between spoken Algerian Arabic and literary French - makes the very act of translation a meditation on bilingual identity. For learners grappling with questions of linguistic legitimacy, translating Djebar is, as Kharroubi and Zidouri (2022, p. 415) suggest, an autobiographical act that brings learners face to face with the tensions inherent in postcolonial Francophone literature.

Finally, Amin Maalouf's In the Name of Identity (1998) was included as a deliberate counterpoint: his lucid, essayistic French allows intermediate-level learners to engage with questions of cultural identity without being overwhelmed by stylistic opacity - a concern that Bouzeria and Addar (2024, p. 780) identify as central to the progressive selection of texts in FFSL contexts. His wide availability in digital databases, moreover, makes his work particularly well-suited to corpus-based activities, as recommended by Guillot (2020, p. 87) and Di Vito (2013, p. 68).

3.1.3. Evaluation of the Effectiveness of Digital Tools

The evaluation of the impact of digital tools on FFL learning was conducted through several indicators. First, a comparative analysis of translations was carried out by comparing students' work before and after using Computer-Assisted Translation (CAT) tools. This comparison measured improvements in lexical and syntactic accuracy (Boukhelef, 2024, p. 280). Second, questionnaires and interviews were conducted with students and teachers to gather their perceptions of the usefulness and limitations of digital tools in the learning process (Merouane & Bellal, 2023, p. 89). Additionally, classroom observations were conducted to analyze real-time interactions with digital tools, identifying challenges and benefits in terms of learner autonomy and engagement (Sekhri, 2016, p. 50). Finally, comprehension and interpretation tests were used to measure the development of students' analytical skills through the use of digital tools and literary translation practice (Constantinou, 2023, p. 195).

Measuring the effectiveness of digital tools in a domain as qualitatively rich as literary translation is, admittedly, a methodological

challenge that several researchers have grappled with before us (Constantinou, 2023, p. 195; Merouane & Bellal, 2023, p. 89). Translation quality is not a single, unitary property; it is a composite of multiple, sometimes competing values that Sekhri (2016, p. 50) describes as the intersection of competence, proficiency, and performance. To capture this complexity without sacrificing analytical rigour, we developed a four-dimensional assessment rubric drawing on the evaluative frameworks proposed by Boukhelef (2024, p. 280) and Kebaili and Hadjoui (2022, p. 213).

The first dimension, lexical accuracy, concerned the correctness and contextual appropriateness of vocabulary choices — a particularly sensitive area where, as Benabbes (2022, p. 20) has shown, a single word can carry connotations that determine the entire cultural register of a passage. The second, syntactic fluency, assessed the naturalness of sentence structures in the target language - what Bouzeria and Addar (2024, p. 785) describe as the tension between formal and dynamic equivalence in pedagogical translation contexts. The third dimension, cultural equivalence, asked whether learners had successfully transposed culturally embedded references in ways that preserved their communicative function, a criterion directly informed by the intercultural competence framework of Hamaizi and Khadraoui (2021, p. 838). The fourth, pragmatic coherence, considered the translated text as a whole, asking whether it achieved its intended communicative purpose - a dimension whose importance in FFSL assessment is underscored by Constantinou (2023, p. 200).

Each dimension was rated on a five-point scale, and all translations were scored independently by two trained assessors. Inter-rater reliability was subsequently calculated, confirming the consistency of the evaluative procedure - a methodological precaution advocated by Zak (2021, p. 369) in the context of mixed-methods educational research.

3.1.4. Methods of Data Analysis

Analyzing data of this kind - heterogeneous in nature and bearing on a practice as inherently interpretive as literary translation - requires

methodological flexibility as much as rigour. We were guided throughout by a concern articulated by De Jesus-Reyes (2024, p. 71) : that qualitative and quantitative strands of a mixed-methods study should be brought into active dialogue at each stage of interpretation, rather than running in parallel isolation.

Where our first research objective was concerned - the identification of cultural and technological challenges - thematic analysis of interview transcripts and observation notes provided the primary analytical lens, following the procedures described by Merouane and Bellal (2023, p. 89) and consistent with the qualitative tradition in FFSL research exemplified by Ahmadi and Miloudi (2021, p. 155) and Chermiti (2021, p. 83). Where our second objective was at stake - the assessment of digital tool effectiveness - pre- and post-intervention rubric scores were compared following the statistical procedures recommended by Zak (2021, p. 369), and correlation analyses examined relationships between tool use and competency gains across the four rubric dimensions, a triangulation procedure whose value is well established in educational research (Al-nakier et al., 2024, p. 10 ; Marques et al., 2024, p. 103). Finally, findings bearing on our third objective - the formulation of pedagogical recommendations - were synthesized inductively and anchored in the existing literature, following the evidence-based approach advocated by Dadda (2015, p. 55) and Praet and Verhelst (2020, p. 95).

For qualitative analysis, responses from interviews and questionnaires were examined through thematic analysis, highlighting the perceptions of learners and teachers (De Jesus-Reyes, 2024, p. 71). Additionally, students' written work was reviewed to identify the translation strategies they developed and how these strategies evolved over time (Baghzou, 2020, p. 680). For quantitative analysis, descriptive statistics were used to measure students' linguistic progress based on test scores before and after using digital tools (Al-nakier et al., 2024, p. 10). A correlation analysis was also conducted to assess the relationship between the use of digital tools and the improvement of skills, particularly in terms of vocabulary mastery, syntactic fluency, and the analysis of cultural

nuances (Zak, 2021, p. 369). Finally, a comparison of results was made based on learners' proficiency levels to evaluate the effectiveness of the tools for different user profiles (Marques et al., 2024, p. 103).

4. Textual Translation as a Reconciliation Tool in FFSL Classrooms

This section examines the role of narrative translation in facilitating mediation in the learning process of French as a second language. It explores the enhancement of mediation skills through collaborative transcription exercises and the study of techniques used by students. Additionally, it analyzes the integration of translational challenges into didactic activities focused on meaning-making and intercultural understanding. The findings are directly linked to the initial research questions, which sought to understand how literary translation enhances linguistic and intercultural competencies in FFSL learners.

4.1. Development of Mediation Skills

4.1.1. Collaborative Translation Activities in Class

The practice of artistic transcription in groups within the FFSL context has proven to be an effective pedagogical tool for developing language and intercultural skills. This approach fosters active and participatory learning, encouraging students to collaborate to solve complex translation problems. Saridaki (2023, p. 10) emphasized that this approach allows students to share their knowledge and confront their analyses, thereby enriching their understanding of creative works. Boumaza (2023, p. 320) highlighted the development of cultural mediation skills, with participants learning to navigate between different perspectives while collectively addressing translational challenges.

For example, in one classroom activity, students were divided into small groups and assigned a passage from Albert Camus' L'Étranger to translate collaboratively. This exercise not only improved their linguistic accuracy but also deepened their understanding of the cultural and existential themes in the text. Such activities demonstrate how collaborative translation can bridge linguistic and cultural gaps, aligning with the research

objective of enhancing intercultural competence.

What this activity revealed, more specifically, was the kind of challenge that our first research question was designed to surface: the difficulty of rendering into Arabic a notion - the absurd stranger - that is profoundly marked by a French existentialist philosophical tradition. Students did not merely struggle with words; they struggled with worldviews. And it was precisely this productive friction, made visible through the act of translation, that generated the most substantive metalinguistic discussion of the semester - confirming Baghzou's (2020, p. 680) observation that translational obstacles, when properly scaffolded, become powerful catalysts for intercultural reflection.

A second activity, organized around a passage from Assia Djebar's Women of Algiers in Their Apartment, bore more directly on our second research question, concerning the measurable contribution of digital tools. Students were asked to identify, using Frantext (Guillot, 2020, p. 87), the frequency and stylistic function of francized Arabic expressions in Djebar's prose, before rendering a selected passage into English with annotated justifications for each cultural adaptation decision, following the annotation methodology proposed by Boudiaf and Seddari (2023, p. 365). Students who worked with Frantext alongside MateCat (Loucif, 2024, p. 316) produced translations that scored notably higher on the cultural equivalence dimension of our rubric than those who worked without digital support - a finding consistent with the tool effectiveness results reported by Boukhelef (2024, p. 282). More qualitatively, these students' annotations revealed a richer metalinguistic vocabulary for discussing translation choices - what Bouzeria and Addar (2024, p. 787) describe as the development of a genuinely reflective translation competence.

4.1.2. Analysis of Reconciliation Strategies Employed by Learners

Careful examination of the bridging methods employed by learners during these translation exercises provides valuable insights into their linguistic and intercultural evolution. These techniques encompass various strategies such as explaining cultural terms, rephrasing, and seeking

compromises to make the text accessible while preserving its cultural integrity. Baghzou (2020, p. 680) has demonstrated that students use a variety of means to overcome translation obstacles, including adapting cultural content for a non-native audience. Bouzeria and Addar (2024, p. 780) highlight that these mediation strategies contribute to a better mastery of transcription skills, helping learners manage ambiguities and interpret the implicit meanings of literary texts. Analyzing these programs allows for the optimization of pedagogical activities aimed at strengthening these essential skills.

For instance, during a translation exercise involving the works of Assia Djébar, students were observed using paraphrasing and cultural adaptation techniques to convey the nuances of Algerian culture to a non-Algerian audience. This activity not only improved their translation skills but also fostered a deeper appreciation for cultural diversity.

4.2. Pedagogical Exploitation of Translational Challenges

The use of literary text interpretation in French language classes offers a unique opportunity to address linguistic and cultural challenges. This section examines how these challenges can be pedagogically exploited to enrich learning, focusing on the translation of idiomatic expressions and cultural references as well as activities that promote meaning negotiation and interculturality.

4.2.1. Case Study: Translation of Idiomatic Expressions and Cultural References

Idiomatic expressions and sociocultural references present challenges in literary transcription, requiring a specific pedagogical approach. Benabbes (2022, p. 20) illustrates this point with the French expression "avoir le cœur sur la main," whose Arabic version requires an exploration of the underlying cultural metaphors. Sidi Mohammed (2023, p. 80) suggests encouraging learners to discover equivalent expressions in their native language, thereby fostering an understanding of linguistic and cultural nuances. For culturally relevant references, Benhadj (2022, p. 90) suggests in his work to identify cultural indicators, both of the other culture

and the learners' culture, in order to verify whether an intercultural approach is taken into account in secondary school textbooks in Algeria.

For example, in a classroom activity, students were asked to translate idiomatic expressions from Le Petit Prince by Antoine de Saint-Exupéry. They explored the cultural connotations of phrases like "apprivoiser" (to tame) and discussed how these concepts could be conveyed in their native languages. This exercise highlighted the importance of cultural context in translation and encouraged students to think critically about linguistic and cultural equivalences.

4.2.2. Designing Activities Focused on Meaning Negotiation and Interculturality

No study of this kind can claim immunity from limitation, and intellectual honesty requires that we be explicit about the constraints under which our findings were produced - a reflexive posture that De Jesus-Reyes (2024, p. 73) rightly identifies as a marker of methodological integrity in qualitative and mixed-methods research.

The most obvious constraint is one of scale. Our participant group, while sufficient for exploratory purposes, was not large enough to support robust statistical generalization - a limitation that Merouane and Bellal (2023, p. 89) similarly acknowledge in their quantitative study of learners and literary translation. Related to this is a question of institutional diversity: our study was conducted in a specific Algerian university context, and we cannot assume that learners elsewhere would respond in identical ways to the same pedagogical interventions (Belheirane, 2020, p. 66).

A second limitation concerns the digital divide within our own sample. While some students had ready access to institutional CAT licenses and reliable internet connections, others worked under considerably more constrained conditions - a structural inequality that Loucif (2024, p. 318) identifies as one of the most persistent obstacles to digital tool integration in Algerian university translation pedagogy.

Third, the temporal scope of this study does not allow us to say

anything definitive about the durability of the competency gains observed. Whether these gains translate into lasting habits of mind is a question that only longitudinal research can answer - a gap that Elmestari and Remmas (2021, p. 162) have similarly flagged in their work on digital environments and FFSL pedagogy.

Finally, self-report data carries the risk of social desirability bias - a methodological limitation carefully discussed by Zak (2021, p. 370). Our rubric-based double-blind scoring was designed to counterbalance this tendency, but cannot eliminate it entirely.

5. Integration of Technologies in FFSL Assistance and Didactics

The integration of techniques in the teaching of French as a foreign language (FFSL) is transforming pedagogical practices. Digital tools, collaborative platforms, online corpora, and multimodal resources enrich the learning experience and offer new perspectives on mediation and the didactics of French.

5.1. Digital Tools for Adaptation and Conciliation in FFSL Training

5.1.1. The Analysis of Collaborative Transcription Platforms

Collaborative transcription programs offer new opportunities for learning French as a communicative dialect. Sykes (2022, p. 45) highlights that Google Translate, despite its speed, can produce inaccurate translations for complex literary texts. Haque and Way (2021, p. 460) emphasized DeepL for its more fluid and contextually adapted versions. Zhang (2024, p. 102) notes that MateCat encourages knowledge acquisition through cooperation, offering students the opportunity to collaboratively engage in linguistic translation projects.

5.1.2. Designing Pedagogical Activities Using Tools

Ciekanski (2014) proposes a comparative activity in which learners translate a literary excerpt using DeepL or Google Translate and then compare their results with a professional translation. Loucif (2024, p. 316) suggests using MateCat for group collaborative translation projects, thus promoting cooperative learning.

5.2. Technologies for Teaching and Learning FFSL

5.2.1. The Use of Online Corpora and Concordancers

Taibi (2023, p. 480) highlights the importance of online corpora, such as CRFC and CFFSL, for accessing authentic examples of the language. Benrabah (2016, p. 192) underscored the usefulness of AntConc in analyzing translated literary texts. Di Vito (2013, p. 68) notes that these tools promote a critical approach to language learning.

5.2.2. Creation of Multimodal Educational Resources

Ishamalangenge (2023, p. 101) discusses the use of platforms like Book Creator and H5P to create interactive activities based on translated literary texts. Baghzou (2020, p. 681) suggests creating podcasts to discuss cultural adaptations in translations. Benmoussa (2018, p. 184) highlights that integrating these multimodal resources enriches the learning experience and stimulates interest in the cultural and textual aspects of the dialect.

6. Evaluation of the Influence of Textual Adaptation on FFSL Pedagogy

This section examines the impact of translating literary works on the acquisition of French as a learning language. It analyzes the skills developed and perceptions of the participants. This study explores the evolution of students' linguistic and intercultural skills as well as the development of their mediation techniques. Additionally, the impressions of teachers and learners are considered to identify the benefits and challenges of this innovative pedagogical approach. The objective is to understand how literary translation influences not only linguistic abilities but also students' intercultural understanding and mediation strategies.

6.1. Examination of Developed Skills

6.1.1. Assessment of Learners' Linguistic and Intercultural Progress

Literary translation has proven to be an effective means of improving FFSL skills. Lelloucha (2001, p. 30) emphasized its role in strengthening grammatical and lexical understanding. Élisabeth Nonnon (2012) highlights its contribution to vocabulary expansion and mastery of

linguistic subtleties. At the intercultural level, Ziane (2024) demonstrated that this practice fosters increased awareness of sociocultural differences.

6.1.2. Studying the Evolution of Accommodation Strategies Employed

Involvement in literary translation leads to significant progress in coordination strategies among learners. Casanova (2021) observes a transition towards a more reflective and contextualized approach. Zak (2021, p. 369) noted the development of advanced skills in negotiating meaning and resolving translation issues.

6.2. Perception of Stakeholders

6.2.1. An Analysis of Feedback from Educators and Students

Responses examined by Benaribi (2020) reveal that literary translation is perceived as an effective means of deepening intercultural understanding. However, Belheirane (2020) identified obstacles, particularly a lack of adapted resources. From the learners' perspective, Chermiti (2021) reported increased engagement, while Ahmadi and Miloudi (2021) highlighted challenges related to the complexity of the texts.

6.2.2. Identification of Advantages and Challenges of This Approach

The advantages of literary translation in French as an additional language include deeper cultural immersion (Ould Yaou, 2023) and the development of critical thinking (Mammeri et al., 2020). The main challenges identified relate to the complexity of literary texts (Souames & Tembachet, 2023) and the difficulty in maintaining a balance between fidelity to the source text and accessibility for learners (Medi et al., 2016).

7. Considerations for the Preparation of French as an International Language Trainers

To optimize the training of French language trainers for non-native speakers, it is essential to focus on enhancing textual mediation and translation skills. This section examines the key considerations for effectively preparing trainers and proposes continuing education modules to strengthen these specific skills.

7.1. Enhancement of Mediation and Literary Translation Skills

7.1.1. Suggestions for Continuing Education Modules

The professional development of French language teachers should include specific modules on literary translation and cultural mediation. Elmestari and Remmas (2021, p. 160) and Kornacki (2018, p. 112) emphasize the importance of integrating the use of digital tools, such as online corpora and concordancers. Ould Yaou (2023, p. 1120) insists on the need to address ethical issues and the challenges of poetic translation in these programs.

7.1.2. Incorporation of These Skills into the Initial Training Curriculum

Dadda (2015, p. 55) and Praet & Verhelst (2020, p. 95) advocate the inclusion of specific courses on literary translation in initial training programs. Bouzeria and Addar (2024, p. 780) underscore the importance of practical internships in consolidating these skills. Ziani (2020, p. 49) recommends an interdisciplinary approach for comprehensive preparation.

7.2. Development of Educational Resources

7.2.1. Designing Practical Guides for the Use of Textual Translation in FFSL Classes

Benalla (2021, p. 80) proposes strategies for selecting texts adapted to different learner levels. Mahsan and Gabara (2022, p. 280) suggest techniques for integrating translation activities into French language training programs. Belhocine (2018, p. 78) emphasizes the importance of including methods for assessing acquired skills. Ciekanski (2014, p. 102) recommends the integration of technological tools into these manuals.

7.2.2. The Development of the Online Resource Bank

Cherif and Moualek (2021, p. 89) advocate for the effective classification of resources by levels and themes. Ouzlifi (2023, p. 259) highlights the importance of interactive tools in collaborative learning. Boukhalfa and Louli (2010, p. 56) recommend the inclusion of translation

aid tools. Kosovych (2021, p. 10) suggests integrating case studies to illustrate the practical application of literary translations in FFSL teaching.

8. Conclusion

What this study set out to explore was, at its core, a paradox: that literary translation — one of the oldest and most demanding of linguistic practices — might find renewed pedagogical vitality precisely through its encounter with the digital technologies of the twenty-first century. We believe the evidence gathered here supports a cautiously affirmative answer to that question, while also pointing to the complexities and unresolved tensions that any honest account of this encounter must acknowledge.

The classroom activities documented in this study suggest that when learners are invited to translate Kateb Yacine, Assia Djebar, or Amin Maalouf - rather than merely read them - something qualitatively different happens. Translation compels a kind of attention that reading alone rarely demands: an attention to the grain of language, to the cultural assumptions embedded in a single word choice, to the gap between what a text says and what it does. Digital tools, used thoughtfully, do not diminish this attention - they sharpen it, by making visible patterns, frequencies, and stylistic choices that would otherwise remain invisible to the unaided eye, (Boudersa, 2020, p. 631).

For educators working in FFSL contexts, the practical implications of these findings are, we think, both manageable and meaningful. Literary translation need not be reserved for advanced literature courses or translation specialist programs; with appropriate scaffolding and digitally supported tasks, it can be productively integrated into language courses at the intermediate level and above. The key lies not in the sophistication of the tools deployed, but in the quality of the pedagogical framework within which they are embedded - a framework that foregrounds cultural reflection, encourages metalinguistic commentary, and treats translation errors not as failures but as data about the learner's developing intercultural competence.

Teacher preparation, in this light, emerges as perhaps the most pressing priority. The potential of literary translation as a pedagogical tool will remain unrealized for as long as teachers feel unequipped to facilitate it

- unfamiliar with digital corpus tools, uncertain about how to assess translation quality, or simply unaware of the rich tradition of didactic translation research on which they might draw. Professional development programs that address these gaps, combining hands-on tool training with theoretical grounding in translation studies and intercultural didactics, are not a luxury but a necessity.

Much, of course, remains open. The questions raised by the emergence of large language models and AI-assisted translation in educational contexts are ones that this study can barely begin to address, but that will demand urgent attention from researchers and practitioners alike in the years ahead. How learners relate to machine-generated translations - whether as a crutch, a foil, or a starting point for critical reflection - is a question that goes to the heart of what we believe literary translation is for. It is our hope that the modest contribution of this study might serve as one point of departure for that larger, necessary conversation.

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