

A Study on FLE (French as a Foreign Language) Students' Perceptions of Interactive Activities

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Abstract:

The effectiveness of foreign language learning relies on engaging students in tasks that promote active participation, simulate real-life contexts, and foster peer interaction. In recent years, the rise of digital language learning tools has expanded opportunities for interactive engagement in the classroom. Consequently, students increasingly prefer learning approaches that are efficient, dynamic, and interactive.

This study investigates the perceptions of preparatory-level French students at a state university in Türkiye regarding the interactive activities included in their coursebooks. The research aims to explore how such activities influence students' engagement, motivation, and the development of their language skills. A descriptive survey model was employed, and qualitative data were collected through semi-structured interviews. The study included eight volunteer participants (four female, four male) enrolled in the spring semester of the 2024-2025 academic year, all of whom are learning French as a foreign language and are expected to have reached the B1 level by the end of the preparatory program.

The interview form, designed by the researcher and validated by an expert faculty member, consisted of four thematic categories: (A) general knowledge and perceptions of interactive activities, (B) difficulties encountered during interactive activities, (C) motivational effects of interactive activities, and (D) contributions of interactive activities to foreign language skills of students. Data analysis was conducted thematically, identifying common patterns and insights from student responses. And,

each participant was assigned a code (e.g., P1, P2, etc.).

Findings indicate that students generally perceive interactive activities positively. They associate such activities with increased active participation and opportunities to practice the language in meaningful, real-life contexts. Activities reported as particularly effective include dialogue-based exercises, group work, and digital tools such as interactive games, podcasts, and online platforms. These activities were found to enhance students' engagement, motivation, and confidence, while also promoting the retention of learning material.

Nevertheless, some students reported certain challenges that hindered their full participation. These included class size, time constraints, repetitive activity formats, and technical issues with digital tools. Motivation was noted as both a benefit and a potential challenge, depending on activity variety and relevance to students' interests. Despite these constraints, interactive activities were widely regarded as fostering improvement across key language skills, particularly listening, speaking, vocabulary, writing, and grammar.

This research underscores the importance of integrating interactive materials systematically into French language curricula to enrich students' learning experiences and sustain motivation. Overall, the study concludes that interactive activities constitute an effective pedagogical tool in foreign language education. To foster their impact, classroom time should be structured efficiently, and activities should be designed to meet the diverse learning needs of students. Additionally, incorporating a variety of formats –including technology-enhanced tasks, collaborative exercises, and real-world contexts –can further enhance learning outcomes.

Keywords:

French language teaching, interactive activities, qualitative research, motivation, language skills.