

## ***La francophonie en contexte FLE : Littérature et éducation interculturelle***

### ***Abstract:***

*Despite institutional recommendations, particularly those of the Council of Europe, advocating the development of plurilingual and pluricultural skills in language teaching, the contemporary context is characterised by the increasing development of identity-related tensions and by the enclosure in representations of languages and cultures. In this context, the learning of FFL (French as a Foreign Language) by the French-speaking world is a means of valuing cultural and linguistic variation and thus challenging a purely French vision of French, in order to overcome the stereotypes transmitted both by teaching materials and by teachers and reproduced by learners. It is therefore a question of restoring to the concepts of otherness and intercultural education their full meaning, which is today diluted, even betrayed, by a global approach that reduces the complexity of the encounter with the other. In this context, French-language literature appears to be a privileged tool for intercultural mediation because it presents an experience of linguistic and cultural plurality and allows the learner to live this experience himself, provided that the teacher implements a genuine didactic approach to involvement. Three examples are presented, from level A2 to C2, from works by contemporary French-speaking authors - including migrant literature. We attempt to show how a didactic approach to French-language literature at the service of intercultural education can mobilise the subjectivity of the learner and enable him/her to meet the subjectivity of the author on the one hand, and that of other learners on the other. The FFL class thus becomes the place where a community of readers develops, with universal and singular paths, and where intersubjectivity is experimented. The proposed examples show how the literary approach can reveal subjectivity, linguistic and cultural plurality, and also present universal and shared figures and principles. In this way, it fights against the enclosure and essentialisation of identity, and closes the gap between us and others. It enables the implementation of a dialogue between individuals and cultures, but also within each individual, who thus discovers that he or she is plural.*

***Keywords:*** French as a Foreign Language (FFL) teaching; French-speaking literature; Identities; Intercultural education; Intersubjectivity.