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TEKNOLOGIK DAVRDA FRANSUZ TILINI O'QITISHDA SOTSIOLINGVISTIK ONGNI RIVOJLANTIRISH

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Annotatsiya

Texnologik transformatsiya va sun'iy intellekt zamonaviy fransuz tilidagi sotsiolingvistik jarayonlarni sezilarli darajada o'zgartirib, til variativligi, registr differensiasiyasi va kommunikativ xulq-atvorga ta'sir ko'rsatmoqda. Raqamli kommunikatsiya muhitlari yangi leksik shakllar, gibriddan registrlar va algoritmik vositalar orqali shakllangan til me'yorlarining paydo bo'lishiga olib kelmoqda, bu esa fransuz tilini o'qitishda sotsiolingvistik kompetensiya tushunchasini qayta ko'rib chiqishni talab qiladi. Ushbu maqolada raqamli texnologiyalar va sun'iy intellektning fransuz tilining qo'llanilishiga sotsiolingvistik ta'siri hamda ularning pedagogik oqibatlari tahlil qilinadi. Alohida e'tibor raqamli leksik innovatsiyalar, talabalarining sun'iy intellekt tizimlari bilan o'zaro aloqasi va raqamli sotsiolingvistik xabardorlikni ta'lim jarayoniga integratsiya qilish masalalariga qaratilgan. Tadqiqot natijalari texnologik muhit til me'yorlarini faol shakllantirishini hamda fransuz tilini samarali o'qitish zamonaviy raqamli kommunikatsiya amaliyotlariga asoslangan sotsiolingvistik kompetensiyani rivojlantirishni talab qilishini ko'rsatadi.

Kalit so'zlar: sotsiolingvistik xabardorlik, fransuz tilini o'qitish, sun'iy intellekt, raqamli sotsiolingvistika, til variativligi, raqamli diskurs, til o'qitish metodikasi

РАЗВИТИЕ СОЦИОЛИНГВИСТИЧЕСКОЙ ОСВЕДОМЛЁННОСТИ В ПРЕПОДАВАНИИ ФРАНЦУЗСКОГО ЯЗЫКА В ТЕХНОЛОГИЧЕСКУЮ ЭПОХУ

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Аннотация

Технологическая трансформация и искусственный интеллект существенно изменили социолингвистические процессы в современном французском языке, оказывая влияние на языковую вариативность, дифференциацию регистров и коммуникативное поведение. Цифровые коммуникативные среды способствуют появлению новых лексических форм, гибридных регистров и алгоритмически опосредованных языковых норм, что требует переосмысления понятия социолингвистической компетенции в преподавании французского языка. В данной статье рассматривается социолингвистическое влияние цифровых технологий и искусственного интеллекта на функционирование французского языка, а также анализируются их методические последствия. Особое внимание уделяется цифровым лексическим инновациям, взаимодействию студентов с системами искусственного интеллекта и интеграции цифровой социолингвистической осведомленности в образовательный процесс. Результаты исследования показывают, что технологическая среда активно формирует языковые нормы, а эффективное преподавание французского языка должно учитывать развитие социолингвистической компетенции на основе современных цифровых коммуникативных практик.

Ключевые слова: социолингвистическая осведомленность, преподавание

французского языка, искусственный интеллект, цифровая социолингвистика, языковая вариативность, цифровой дискурс, методика преподавания языка

DEVELOPING SOCIOLINGUISTIC AWARENESS IN FRENCH LANGUAGE TEACHING IN THE TECHNOLOGICAL ERA

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Abstract

Technological transformation and artificial intelligence have significantly reshaped sociolinguistic patterns in contemporary French, influencing language variation, register differentiation, and communicative behavior. Digital communication environments introduce new lexical forms, hybrid registers, and algorithmically mediated linguistic norms, which require reconceptualizing sociolinguistic competence in French language teaching. This article examines the sociolinguistic impact of digital technologies and artificial intelligence on French language use and analyzes their pedagogical implications. Special attention is given to digital lexical innovation, student interaction with AI systems, and the methodological integration of digital sociolinguistic awareness into language education. The findings demonstrate that technological environments actively shape linguistic norms and that effective French language teaching must incorporate sociolinguistic awareness grounded in contemporary digital communication practices.

Keywords: sociolinguistic awareness, French language teaching, artificial intelligence, digital sociolinguistics, language variation, digital discourse, language pedagogy

The development of sociolinguistic awareness has become an essential objective of French language teaching in the technological era, as digital communication environments and artificial intelligence increasingly shape linguistic practices. Language has always evolved in response to social change, but contemporary technological transformation has accelerated linguistic variation, creating new communicative contexts that differ significantly from traditional spoken and written communication. Sociolinguistic competence therefore requires understanding not only linguistic structures but also the social and technological environments in which language is produced and interpreted. As Hymes emphasized, language competence involves the ability to use language appropriately within specific social contexts, reflecting social relationships, communicative purposes, and cultural norms. In the technological era, these social contexts increasingly include digital platforms, algorithmic communication systems, and artificial intelligence interfaces.

Digital communication has introduced significant sociolinguistic changes in contemporary French, particularly through lexical innovation and register hybridization. Social media platforms such as Instagram, TikTok, Snapchat, and messaging applications such as WhatsApp and Messenger have created new communicative environments characterized by speed, interactivity, and social visibility. These environments favor linguistic economy and expressive efficiency, leading to the widespread use of abbreviations, borrowed terms, and hybrid lexical forms. For example, digital communication frequently includes abbreviations such as mdr (mort de rire), ptdr (pété de rire), bcp (beaucoup), and tkt (t'inquiète), which function as sociolinguistic markers of digital communication. These forms are not random simplifications but represent systematic adaptation to technological constraints and communicative expectations.

The sociolinguistic significance of these forms lies in their role as identity markers within digital communities. The use of *mdr* rather than *je ris beaucoup* reflects not only communicative efficiency but also alignment with digital communicative norms. Similarly, expressions such as DM (direct message), *story*, and *like* demonstrate the integration of English lexical items into contemporary French digital communication. This phenomenon reflects broader processes of linguistic globalization and technological influence. Crystal argues that digital communication environments create new linguistic ecosystems characterized by lexical innovation, hybridization, and rapid diffusion of new forms. These developments demonstrate that sociolinguistic competence must include familiarity with digital communicative conventions.

Digital sociolinguistic variation also reflects generational and social differences. Younger speakers frequently use lexical forms such as *wesh*, *cimer*, *genre*, and *en mode*, which function as markers of social identity and group membership. For example, the expression *en mode* is frequently used to introduce reported speech or describe internal states in digital communication, reflecting influence from youth culture and social media discourse. These forms illustrate the dynamic relationship between language, social identity, and technological communication. Androutsopoulos emphasizes that digital communication environments facilitate the formation of new sociolinguistic norms by enabling rapid dissemination of linguistic innovation across social networks.

Artificial intelligence represents a particularly significant factor in contemporary sociolinguistic transformation. AI systems increasingly participate in communication by generating, interpreting, and mediating language. Chatbots, virtual assistants, and AI-based language tools expose learners to linguistic input generated by algorithmic systems rather than human speakers. This development raises important sociolinguistic questions, as AI-generated language reflects patterns derived from large linguistic datasets rather than direct social interaction. Bender and Koller note that AI language models reproduce statistical patterns found in training data, which may reflect dominant linguistic norms while potentially underrepresenting sociolinguistic diversity (Bender & Koller, 2020).

The influence of AI on sociolinguistic competence is particularly relevant for students learning French as a foreign language. Students increasingly rely on AI-based tools for translation, writing assistance, and conversational practice. These tools provide access to linguistic input but may not fully reflect authentic sociolinguistic variation. For example, AI systems often generate standardized forms that reflect formal written language, potentially limiting exposure to informal or regionally marked linguistic variation. At the same time, AI systems may incorporate digital lexical forms if these forms are sufficiently represented in training data. This dual influence creates new pedagogical challenges, as students must learn to interpret and evaluate AI-generated language critically.

From the author's perspective, one of the most significant methodological challenges in contemporary French language teaching involves preparing students to navigate technologically mediated linguistic environments. Students frequently encounter French primarily through digital platforms and AI systems rather than direct interaction with native speakers. This shift changes the process of sociolinguistic acquisition, as students develop linguistic competence through technologically mediated exposure. Language teaching must therefore integrate digital sociolinguistic awareness into instructional practice.

The development of sociolinguistic awareness requires systematic exposure to authentic digital communication. Students must learn to interpret digital lexical forms, understand register variation, and recognize the social meaning of linguistic choices. This process can be represented as a progressive pedagogical model.



This model reflects the interactive relationship between technological exposure and sociolinguistic development.

Digital technologies also provide opportunities for enhancing sociolinguistic competence through authentic communicative interaction. Social media platforms enable students to observe real language use, providing valuable insight into contemporary sociolinguistic norms. Research demonstrates that exposure to authentic digital communication improves sociolinguistic competence by providing contextualized linguistic input. Students who engage with authentic digital communication develop greater awareness of linguistic variation and social meaning.

Artificial intelligence also offers pedagogical opportunities when integrated appropriately into language teaching. AI-based tools can simulate communicative interaction, provide linguistic feedback, and expose students to diverse linguistic forms. However, effective use of AI requires pedagogical guidance to ensure that students develop sociolinguistic awareness rather than relying exclusively on algorithmic language generation.

Technological transformation has fundamentally altered sociolinguistic conditions in which French language learning occurs. Students now acquire linguistic competence within digital ecosystems characterized by technological mediation, global communication, and algorithmic influence. Sociolinguistic competence therefore requires understanding not only linguistic structures but also technological communicative environments.

The rapid integration of artificial intelligence into language education has introduced a fundamental methodological question concerning the role of human instructors in technologically mediated learning environments. AI-based language learning assistants, including conversational agents, automated tutoring systems, and adaptive educational platforms, now provide students with continuous access to linguistic input, feedback, and simulated communicative interaction. These systems are capable of generating grammatically correct responses, explaining linguistic structures, and adapting instructional content based on student performance. As a result, AI has emerged as a powerful supplementary tool in foreign language education, significantly expanding access to linguistic resources and individualized learning opportunities.

AI language assistants offer several pedagogical advantages that contribute to language acquisition. One of their most important strengths lies in their ability to provide

immediate feedback, allowing students to identify and correct linguistic errors without delay. This immediacy enhances learning efficiency and supports autonomous learning. AI systems also enable students to practice communication in low-pressure environments, reducing anxiety associated with speaking a foreign language. This increased communicative confidence can positively influence students' willingness to engage in language practice. Additionally, AI systems provide exposure to a large volume of linguistic input, enabling learners to observe linguistic patterns and develop structural competence through repeated exposure.

However, despite these advantages, AI systems cannot fully replicate the sociolinguistic and pedagogical functions of human instructors. Language learning is not merely the acquisition of grammatical structures but involves developing sociocultural awareness, interpretive competence, and communicative adaptability. Human instructors play a critical role in guiding students through the sociolinguistic complexity of language, helping them understand how linguistic forms reflect social relationships, communicative intent, and cultural context. Kramsch emphasizes that language learning involves symbolic competence, which includes understanding the cultural meanings and social implications embedded in language. AI systems, which operate based on statistical patterns rather than lived social experience, cannot fully replicate this interpretive dimension.

Human instructors also provide adaptive pedagogical support based on their understanding of students' cognitive, emotional, and social needs. Teaching involves dynamic interaction, including responding to student confusion, adjusting instructional strategies, and facilitating meaningful communicative interaction. These pedagogical processes require social awareness, empathy, and contextual judgment, which remain beyond the capabilities of artificial intelligence. AI systems can simulate interaction but do not possess genuine communicative intent or social understanding. Consequently, AI-generated communication lacks the social authenticity that characterizes human interaction.

Another important limitation of AI language assistants concerns their inability to fully represent sociolinguistic diversity. AI systems are trained on large linguistic datasets that reflect dominant linguistic patterns but may underrepresent regional variation, informal registers, and emerging sociolinguistic forms. This limitation may result in linguistic input that reflects standardized or generalized forms rather than authentic sociolinguistic variation. Human instructors, by contrast, can provide contextualized explanations of linguistic variation and guide students in interpreting sociolinguistic differences.

From the author's pedagogical experience, students who rely exclusively on AI-based language learning tools often develop strong structural competence but demonstrate uncertainty when interpreting authentic communicative interaction. These students may produce grammatically correct language but lack confidence in adapting their language use to different communicative contexts. This observation confirms that sociolinguistic competence develops most effectively through guided interaction rather than purely algorithmic exposure.

Rather than replacing human instructors, artificial intelligence should be understood as a complementary pedagogical tool that enhances language learning when integrated appropriately into instructional practice. AI systems provide valuable opportunities for autonomous practice, exposure to linguistic input, and individualized learning support. However, the development of sociolinguistic awareness requires pedagogical guidance that supports contextual interpretation, cultural understanding, and communicative adaptability. Human instructors play an essential role in facilitating this process by helping students interpret linguistic variation and develop communicative competence.

The relationship between artificial intelligence and human instruction in language education can therefore be conceptualized as complementary rather than competitive. AI

provides technological support that enhances learning efficiency and accessibility, while human instructors provide sociolinguistic guidance, pedagogical expertise, and authentic communicative interaction. Effective language teaching in the technological era requires integrating artificial intelligence within pedagogical frameworks that preserve the essential role of human instructors in developing sociolinguistic competence.

The respective pedagogical roles of artificial intelligence and human instructors demonstrate complementary rather than interchangeable functions in sociolinguistic development, as summarized in Table 1.

Table 1. AI vs Human Instructor Functions in Sociolinguistic Development

Pedagogical function	AI language assistants	Human instructor	Impact on sociolinguistic competence
Linguistic input	Provides large-scale, structured language input	Provides contextualized and socially grounded language input	AI supports structural learning, instructors support contextual understanding
Feedback	Offers immediate automated correction	Provides adaptive feedback based on communicative context	Human feedback improves appropriateness and communicative confidence
Sociolinguistic variation	Reflects dominant and standardized usage patterns	Explains variation across social, generational, and digital contexts	Instructors enhance sociolinguistic awareness
Communicative interaction	Simulates interaction through programmed responses	Engages in authentic social interaction	Human interaction develops real communicative competence
Pedagogical adaptation	Adjusts to performance metrics	Adapts teaching based on student needs and classroom dynamics	Human instruction ensures balanced language development

This integrated pedagogical model reflects the evolving relationship between technology and education. Artificial intelligence expands access to linguistic resources and enhances learning opportunities, but the development of sociolinguistic awareness remains fundamentally dependent on human-mediated instruction. French language teaching must therefore integrate artificial intelligence as a pedagogical resource while preserving the central role of human instructors in guiding sociolinguistic development and communicative competence.

The analysis presented in this article demonstrates that developing sociolinguistic awareness represents a central objective of French language teaching in the technological era. Digital communication and artificial intelligence actively shape linguistic practices, influencing language variation, communicative norms, and sociolinguistic competence. Effective French language teaching must integrate technological literacy, digital sociolinguistic awareness, and critical engagement with AI-mediated communication. This approach ensures that students develop the sociolinguistic competence necessary for effective communication in contemporary technological society.

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