An Assessment of Resources Available to Teach French in Gujarati

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Abstract

The National Education Policy (NEP) 2020 advocates for multilingualism to ensure inclusivity in foreign language education. However, in Gujarat, French instruction predominantly uses English as the medium of instruction, creating significant barriers for learners with limited English proficiency. Theoretical frameworks like inclusivity and principled pragmatism support the integration of regional languages like Gujarati to enhance accessibility and learning outcomes. This article assesses the availability of materials for teaching French in Gujarati and finds that current online and print resources are scarce and lack comprehensiveness. To address this gap, the study suggests that educators should develop specialised textbooks grounded in contrastive analysis, multilingualism, and translanguaging, while also drawing inspiration from existing French-Hindi resources.

Keywords

Foreign language learning, medium of instruction, French-Gujarati, resources, inclusivity, principled pragmatism, contrastive analysis

Introduction

Chapter 4 of the National Education Policy (NEP), 2020, highlights key aspects of language learning. Section 4.13 introduces the three-language formula, requiring learners to study two native Indian languages and one language of their choice, which can be a foreign language. Section 4.20 suggests offering foreign languages in secondary schools to broaden cultural exposure. Furthermore, section 4.11 emphasises

using a multilingual approach to bridge learners' home language and the medium of instruction (hereafter MoI), ensuring language does not hinder learning. Lastly, section 4.21 recommends experiential learning, encouraging active participation. (Ministry of Education, 2020)

Given this context in Gujarat, French is taught in universities, colleges, private organisations , and by independent tutors, typically as learners' fourth language after Gujarati, Hindi, and English. Swaroop (2025) interviewed teachers in CBSE and IB schools in Surat, finding that they prefer English as MoI for four reasons.

1. The availability of sources: Teachers reported a lack of ready-made sources, like textbooks or printed materials, to teach French.
2. Institutional policies mandated English as the MoI: English is mandated in CBSE and IB schools, with no clear guidelines on using multiple languages for foreign language teaching.
3. Linguistic similarities: Both English and French use the Roman script, creating a visual similarity, along with lexical and grammatical resemblances that aid learners in connecting the languages.
4. English as a common ground for learners from different backgrounds: Teachers often had multilingual classes with learners speaking different mother tongues, such as Gujarati, Hindi, Marwari, and Marathi. To facilitate effective communication, they commonly use the prescribed MoI, English.

While these reasons are valid, learners face two main challenges when English is the only MoI in Gujarat. This is based on the researcher's personal teaching experiences, with no in-depth studies available.

1. Fluency in English: According to research by Patel and Kadri (2022), Panchal (2019), and Yusufzay and Joshi (2016), English fluency among learners in Gujarat is notably low. Patel and Kadri's survey of 557 secondary school English teachers reveals significant challenges in teaching the language, with many students failing English tests. Panchal emphasises that English is often taught solely for examination purposes, hindering learners' fluency. Similarly, Yusufzay and Joshi identify pedagogical issues and differences between English and Gujarati grammar as barriers to effective learning. Overall, these studies illustrate that Gujarati learners struggle with English fluency, making the prospect of learning French in English quite challenging.

2. Exclusivity: English as a MoI restricts French language learning to learners proficient in English, thereby excluding those who only speak Gujarati or Hindi. This approach overlooks the language learning experiences of those who do not know English and undermines the value of their native languages and, frequently, their cultural backgrounds.

Research on the impact of previously acquired languages (PALs) on new language learning in India is limited, but studies in other contexts indicate that various factors influence language acquisition. Relatedness, status, recency of use, and proficiency of PALs affect new language learning (William & Hammarbarg, 1998, quoted in De Angelis, 2007). De Angelis (2007) highlights that learners often use multiple languages simultaneously, leading to cross-linguistic influence, and notes that multilingual learners benefit from greater linguistic knowledge, with cross-linguistic influence increasing as they learn multiple languages. Similarly, Luan et al. (2024) indicate that all PALs contribute to third language acquisition depending on specific linguistic elements.

Applying this to Gujarat, learners with no/limited English proficiency (N/LEP, hereafter) will struggle to study French when English is the MoI. The use of English may discourage learners to the point of quitting, considering their inability to understand the classroom proceedings.

So, the question that emerges is: To what extent and how can N/LEP Gujarati learners be supported? Two important aspects to be assessed are:

1. If French teachers in India have used regional languages to teach French.
2. The availability of resources for these learners' language needs.

Addressing the first point, relevant research papers have been reviewed and discussed in the literature section, with conclusions supported by the frameworks of inclusivity and principled pragmatism. Besides teachers' claims, minimal research on materials is available for learning French in Gujarati. In response to the second aspect, this paper analyses online and printed resources for their accessibility to N/LEP learners and the use of Gujarati. Based on this analysis, the article proposes solutions to address these challenges.

Studies on Teaching French Through Indian Languages: A Review

Six research papers on teaching French through regional Indian languages highlight the pedagogical value of using learners' mother tongues. However, this perspective relies more on theoretical insights and personal experiences rather than empirical validation.

Aneja (1981) shows that comparing possessive adjectives and pronouns in French and Hindi can enhance language teaching through a systematic analysis of grammatical structures and sociolinguistic rules. This approach can also be applied to language pairs like French-Gujarati. Singh (2013) supports this by demonstrating that Hindi is an effective pedagogical tool for learners with Hindi as a first language, English as a second, and French as a third language, particularly in improving writing skills and coherence, while aiding those with N/LEP in engaging with French.

Kumar (2019) and Bashishtha (2022) reflect on their teaching experiences regarding the use of the mother tongue in education. Kumar argues that using mother tongues enhances comprehension and learning, but notes challenges like translation issues and a lack of resources. Bashishtha critiques the dominance of English as MoI, particularly in teaching gender aspects of French, suggesting contextual, regional Indo-European languages like Hindi and Assamese to improve understanding and learning outcomes.

Qualitative research supports these conclusions in Basu's (2024) paper, which reinforces the cognitive and pedagogical benefits of multilingualism, arguing through qualitative analysis that the use of a familiar linguistic framework improves both comprehension and retention, while also pointing to shared linguistic roots between Indian languages and French as an additional facilitating factor.

Swaroop (2024) explores teaching introductory French through Gujarati, analysing conversational structures in English, French, and Gujarati. The study identifies pedagogical challenges, such as a lack of trained instructors and resources. Further, Swaroop (2025) suggests strategies like translation, translanguaging, and creating integrated curricula to align French and Gujarati linguistic structures.

Above research and teaching experiences likely influenced the development of instructional resources like the French-Hindi dictionary (Srivastava, 2024) and textbooks like *Ajanta French in One Month* and

Le Cours De La Langue Française En Hindi. The effectiveness of these materials and their reliance on Hindi warrant further investigation.

Nevertheless, taken together, these studies suggest that teaching French through regional languages is both feasible and beneficial in terms of improving comprehension, inclusivity, and accessibility; however, the conclusions remain tentative due to the limited scope of empirical research and the reliance on practitioner-based evidence, thereby underscoring the need for more systematic investigation and resource development, with theoretical frameworks such as inclusivity and principled pragmatism offering valuable directions for future exploration.

Theoretical Framework

This paper employs a sociological approach—inclusivity (equitable participation)—and a pedagogical approach—principled pragmatism in language teaching (practical effectiveness of teaching guided by pedagogical reasoning)—as its theoretical framework.

Inclusive education respects diversity and avoids marginalisation (UNESCO, 2026). Relying solely on English as the MoI excludes Gujarati-speaking learners who lack English fluency. As Durairajan (2017) suggests, educators should leverage the native linguistic assets of all learners to create a more equitable learning environment.

Leveraging Kumaravadivelu's (1994) ten macrostrategies in principled pragmatism can promote effective French language learning using a familiar MoI. By delivering content in a language learners recognise, teachers can maximise learning opportunities and foster interactions, reducing the likelihood of perceptual mismatches and enhancing the correct interpretation of the teacher's intentions. Providing information on lexical, grammatical, structural, and syntactical aspects in the learners' language can activate their intuitive heuristics and raise language awareness. Additionally, comparing and contrasting languages and cultures increases cultural awareness of the target languages. Ultimately, using a familiar language ensures social relevance and boosts learner autonomy, demonstrating how inclusivity and principled pragmatism can create a conducive learning environment.

Both approaches align with NEP 2020 by using PALs. Learning French can be simplified by emphasising regional languages like Gujarati, rather than solely relying on English proficiency. Therefore, the current

pedagogical strategy of using English as MoI should be revised to promote inclusivity and a positive attitude towards language learning.

After establishing the importance of using regional languages in French classes, we now need to address the resources available, specifically examining the Gujarati resources for studying French.

Methodology

This article conducts a qualitative analysis of language-learning resources to identify online and offline sources that teachers can use to teach French through Gujarati. A Google search explored online resources available in Gujarati for learners and resulted in a list of printed textbooks commonly used in schools, based on informal discussions with French teachers in Surat via WhatsApp and telephone.

After collecting this data, the study analysed these resources for their utilitarian value in supporting Gujarati-speaking learners of French. That is, the resources were analysed based on the following parameters:

1. Access to Gujarati learners wanting to learn French but who do not speak English or are less fluent in English.
2. Inclusivity: the range of learners that the materials cater to
3. Principled Pragmatism: whether the materials can be used to foster interactions in class and encourage learners to participate
4. Contrastive Analysis: whether the material compares and contrasts French with any regional language, or specifically, Gujarati.

The following section includes tables rating parameters as high, medium, low, or none concerning accessibility for Gujarati learners. "High" indicates strong usability in the classroom and the presence of contrastive analysis. However, while accessible materials are beneficial, they do not ensure comprehensive language learning; this depends on the range of topics covered and the reliability of information.

Findings and Analysis

The content of the sources and an analysis based on the parameters above have been included below. Online sources have been hyperlinked to the titles, and soft copies of books are available on Scribd.

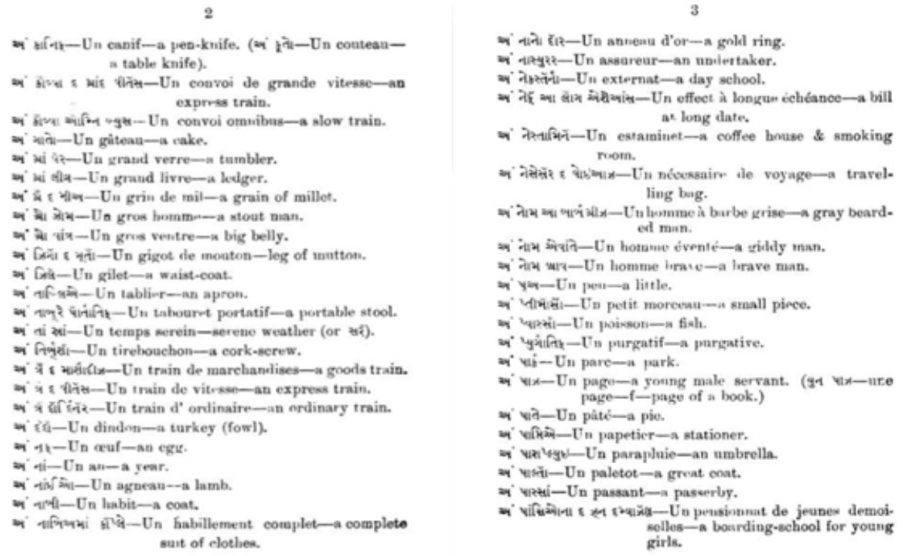
Online Resources

While some video content facilitates learning French via Gujarati, it is

not comprehensive. Three YouTube channels—*KiddyPop, French Easy Chhe,* and *Francophile*—can help Gujarati-speaking learners. *KiddyPop* features a two-hour forty-five-minute video that provides Gujarati equivalents of random French words, but lacks notes on real-life usage or basic conversations. Similarly, the other two channels offer organised content but still fall short. *French Easy Chhe* presents four videos: two on pronunciation, one on consonants and vowels, and one on the alphabet. Meanwhile, *Francophile* also has four videos focusing on months of the year, numbers 0-20, greetings, and the alphabet. Together, they lay a basic foundation for learning French, but do not enable learners to sustain entry-level conversations with a French speaker. By utilising Gujarati, these channels reduce reliance on English, which benefits those without a solid grasp of the language. Despite the limited content, the popularity of *French Easy Chhe* and *Francophile,* as shown by their view counts, suggests learners are eager to study French in Gujarati. However, the material may only suffice for a few initial teaching sessions.

Two online books were found during the research: Kharas Pensioner's *Conversational French Put in Gujarati Pronunciations* and Nam Nguyen's *Learn to Speak French for Gujarati Speakers*

Figure 1: *A Screenshot from Kharas' Book Conversational French Put in Gujarati Pronunciations*



2

અં કાનિફ—Un canif—a pen-knife. (અં કૂતો—Un couteau—a table knife).
અં કોંવ્વા દ ગ્રાંદ વીતેસ—Un convoi de grande vitesse—an express train.
અં કોંવ્વા ઓમ્નિબ્સ—Un convoi omnibus—a slow train.
અં ગાતો—Un gâteau—a cake.
અં ગ્રાં વેર—Un grand verre—a tumbler.
અં ગ્રાં લીવ્ર—Un grand livre—a ledger.
અં ગ્રેં દ મીલ્સ—Un grin de mil—a grain of millet.
અં ગ્રોં ગોમ્—Un gros homme—a stout man.
અં ગ્રોં વાંત્ર—Un gros ventre—a big belly.
અં ગિગો દ મૂતો—Un gigot de mouton—leg of mutton.
અં ગિલે—Un gilet—a waist-coat.
અં તાબ્લિયે—Un tablier—an apron.
અં તાબૂરે પોર્તાતિફ—Un tabouret portatif—a portable stool.
અં તાં સેરાં—Un temps serein—serene weather (or સેરે).
અં તિર્બુશોં—Un tirebouchon—a cork-screw.
અં ત્રેં દ માર્શાંદીસ—Un train de marchandises—a goods train.
અં ત્રે દ વીતેસ—Un train de vitesse—an express train.
અં ત્રે દિ ઓર્દિનેર—Un train d' ordinaire—an ordinary train.
અં દોંદોં—Un dindon—a turkey (fowl).
અં નફ—Un œuf—an egg.
અં નાં—Un an—a year.
અં નાંજો—Un agneau—a lamb.
અં નાપ્પી—Un habit—a coat.
અં નાબિલ્મા સીપ્લે—Un habillement complet—a complete suit of clothes.

3

અં નાનો દોર—Un anneau d'or—a gold ring.
અં નાસ્યુરર—Un assureur—an undertaker.
અં નેક્સતેર્ના—Un externat—a day school.
અં નેફ્ અ લોંગ ઍચેઅંસ—Un effect à longue échéance—a bill at long date.
અં નેસ્તામિને—Un estaminet—a coffee house & smoking room.
અં નેસેસેર દ વોયેઅજ—Un nécessaire de voyage—a travelling bag.
અં નોમ અ બાર્બ ગ્રીસ—Un homme à barbe grise—a gray bearded man.
અં નોમ ઍવાતે—Un homme éventé—a giddy man.
અં નોમ બ્રાવ—Un homme brave—a brave man.
અં પ્યુ—Un peu—a little.
અં પ્તીમોસો—Un petit morceau—a small piece.
અં પ્વાસો—Un poisson—a fish.
અં પ્યુર્ગાતિફ—Un purgatif—a purgative.
અં પાર્કે—Un parc—a park.
અં પાઅજ—Un page—a young male servant. (યુન પાઅજ—une page—f—page of a book.)
અં પાતે—Un pâté—a pie.
અં પાપિમેં—Un papetier—a stationer.
અં પારાપ્લ્યુ—Un parapluie—an umbrella.
અં પાલ્તો—Un paletot—a great coat.
અં પાસ્સાં—Un passant—a passerby.
અં પાંસિઓના દ જ્યુન દમ્વાઝેલ—Un pensionnat de jeunes demoiselles—a boarding-school for young girls.

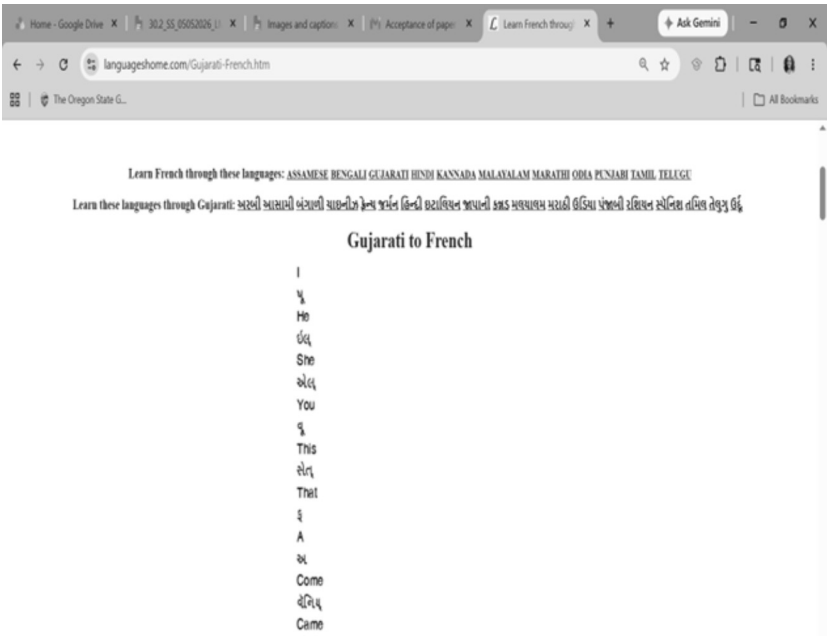
As seen in Figue 1, Pensioner provides French words/phrases with Gujarati pronunciation and English meanings in a structured format. Teachers could use its content to design lessons; however, they are not ready-made texts that could be presented to learners without any extra preparation.

If a teacher shares the book with a learner comfortable in Gujarati but limited in English, it could be helpful. For instance, the Gujarati translation of the French word "un canif," meaning "a pen-knife," is provided. However, learners will still need an English-Gujarati or French-Gujarati translation tool to understand "canif" or "pen-knife," as the Gujarati equivalent is not included.

The preview of Nguyen's book offers limited details, making it hard for teachers to assess its value without purchasing it.

LanguagesHome offers translations of English phrases into French using the Gujarati script, focusing on pronunciation rather than the actual French words. This can aid speaking and listening skills, but not reading or writing. Teachers should check the site's credibility, as it seems unedited by French language experts.

Figure 2: *A Screenshot from languageshome.com page*



Translation sites like Google Translate can be useful, but their outputs often need verification before sharing with learners. Niño (2020) advocates for integrating online tools in class, while Forbes (2018) cautions that machine translation may struggle with metaphors, idioms, and cultural nuances. Therefore, teachers should exercise caution and rely on their expertise when using these tools.

ChatGPT and other large language models (LLMs) can be used to teach French through Gujarati, but they may not always provide accurate information. An evaluation found issues like translation mistakes, invented words, and illogical responses due to the LLM's limited access to reliable resources (Deck, 2023). Since they rely on online data and information from developers who might lack a strong understanding of Gujarati, teacher involvement remains inevitable.

Thus, some online resources exist for non-English speaking Gujarati learners, but comprehensive materials for teachers are lacking. While these resources aid learners, teachers must organise them into structured lessons or books. Below is an overview based on the assessment criteria from the methodology section:

Print Resources

Table 1: *Analysis of Online Sources*

Sources / Parameters	Accessibility	Inclusivity	Principled Pragmatism	Contrastive Analysis
The Three YouTube Channels	High: Gujarati learners can access them	High: They use Gujarati as MoI	High: Gujarati learners can be engaged.	High: Equivalents / Explanations in Gujarati are provided.
Online Book 1: Conversational French Put in Gujarati Pronunciations	Medium: Gujarati learners can partially access them	Medium: Pronunciations are written in French, but explanations are in English	Medium: They may be used to engage Gujarati learners with some scaffolding	Medium: Provides pronunciations of French terms in Gujarati
Learn to Speak French for Gujarati Speakers	This book was not completely accessible for an audit.			
Website: languageshome.com	Medium to low: Gujarati learners can partially access them, but the reliability of the information must be verified.	Medium to low: Words are given in English, and the pronunciation of their French equivalents is in Gujarati.	Medium to low: They may be used to engage Gujarati learners with some scaffolding	Medium to low: Provides pronunciations of French terms in Gujarati
Translation sites / AI	Medium to low: Gujarati learners can access them, though reliability is not guaranteed.	Medium to low: They may provide information in various languages.	Medium to low: Gujarati learners can be engaged.	Medium to low: While Gujarati-French equivalents can be found, an explanation may not be possible.

Three textbooks are used to teach French: *Nouvel Apprenons le français* (NAF), *Entre Jeunes*, and *Panorama Francophone I* (PF1) - the first is bilingual, and the other two are monolingual.

NAF is designed for beginner learners, particularly in high school or adult education settings. The preface claims alignment with NEP 2020 and the

National Curriculum Framework 2023 (Ranjit, 2024). While it focuses on practical language abilities, such as speaking and listening, it deviates from one of the core principles of NEP 2020: fostering multilingualism. Although it uses simple English for instruction, it relies on English to teach French, which may alienate learners who struggle with English.

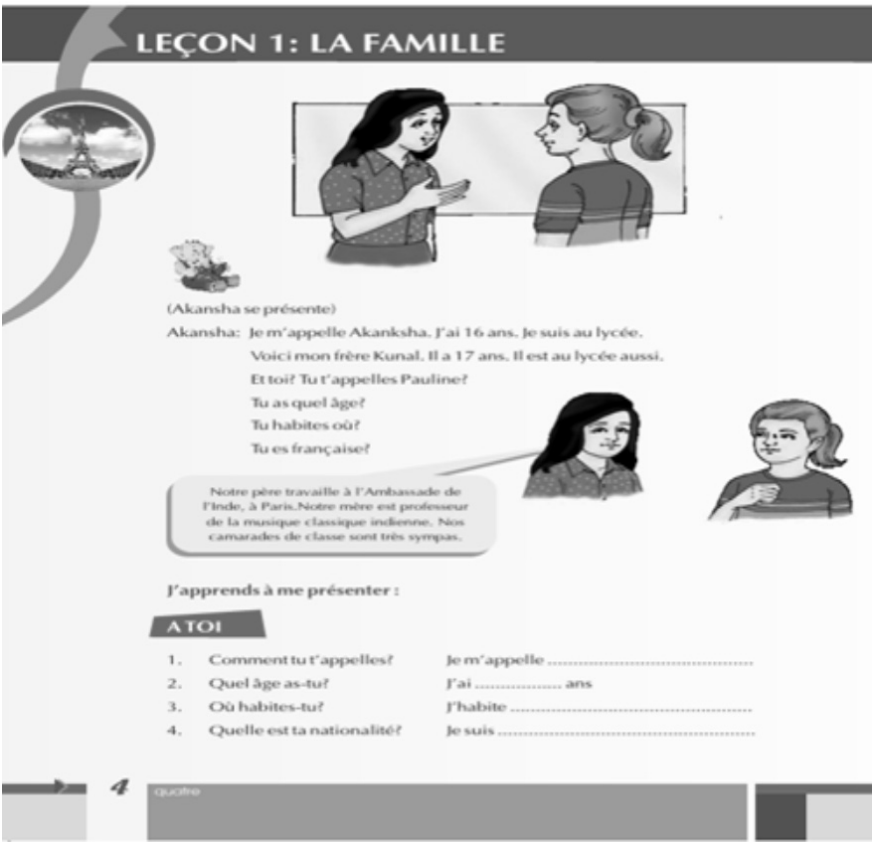
Including screenshots of *NAF* here may lead to copyright concerns. However, its presentation may inadvertently suggest that knowledge of English is necessary for learning French, which diminishes the value of the regional languages that students bring to the classroom. Contrarily, Chawla (2026) contends that English hinders Indian students' ability to acquire French, arguing that relating French to their existing language systems, like Hindi, could yield better results.

However, *NAF* does not include a pedagogical guide that would offer teachers various options for presenting the same material in multiple languages and adapting it to meet the needs of different learners. Generally, this text is aimed at learners with some proficiency in English, leaving out those unfamiliar with the language. Thus, it misses being inclusive and is incompatible with the strategies of principled pragmatism.

Entre Jeunes, a French textbook tailored especially for learners in CBSE Indian schools, builds essential language skills fostering intercultural understanding through French. It includes real-life conversational scenarios, helping students practise communication in relevant situations. (https://cbseacademic.nic.in/web_material/doc/languages/1_French_Entre_Jeunes_Book.pdf)

The first lesson demonstrates that all content, including conversations and exercises, is in French, which may challenge beginner learners. Teachers will need to explain the material in English and possibly translate into local languages, as using English as the MoI may leave nonfluent students facing significant difficulties. This approach contradicts the macrostrategies of principled pragmatism, as learners may feel excluded when their language is not acknowledged. The textbook, intended for Indian schools, is neither bilingual nor multilingual, reflecting a lack of inclusivity from the CBSE textbook revision committee. Like its NAF, this book lacks pedagogical guidance for adapting to diverse learners, and recommendations for multilingual contexts would greatly benefit teachers.

Figure 3: *A Screenshot from Entre Jeunes Lesson 1*



Hence, the book is inadequate; neither inclusive nor pragmatic. While it offers an immersive experience, it disregards learners' backgrounds, requiring teachers to invest effort in incorporating learners' languages for better comprehension.

PF1 by Cambridge University Press, part of the *Panorama Francophone* series used in IB schools, is designed for A1-A2 level beginners, particularly debutants. The textbook focuses on language acquisition, providing cultural insights into the Francophone world. It promotes practical language use in everyday situations and encourages conversation through paired and group activities. A teacher's guide is available with instructions for effective book usage, though it does not address multilingual settings.

The textbook is exclusively in French, like *Entre Jeunes,* meaning teachers cannot use it directly in class without substantial support. Even teachers using English may face significant challenges in providing explanations and translations. So, this book misaligns with inclusivity or the macrostrategies of principled pragmatism.

This analysis indicates that the materials are inaccessible to Gujarati learners without English proficiency. While bilingual texts can assist those with basic English knowledge by easing cognitive load, they exclude local vocabulary or grammar. Monolingual French textbooks can overwhelm beginners, so teachers must develop resources that facilitate teaching French in Gujarati.

Below is an overview of these sources based on the assessment parameters stated in the methodology section:

Table 2: *Analysis of Printed Sources*

Sources / Parameters	Accessibility	Inclusivity	Principled Pragmatism	Contrastive Analysis
Nouvel Apprenons le Français	Low: Accessible for learners with some English proficiency, requires intervention for other languages.	Low: Accessible for learners with some English proficiency, requires intervention for other languages.	Low: Will need teacher intervention to reach out to learners who need regional language as MoI	Low: Little, though not very explicit, some comparisons can be drawn based on the English used in the book
Entre Jeunes	None: without teachers' intervention or other translation tools	None: without teachers' intervention	None: without teachers' intervention	None
Panorama Francophone I	None: without teachers' intervention or other translation tools	None: without teachers' intervention	None: without teachers' intervention	None

Solutions

Teachers can support Gujarati learners with LEP, but few online resources and no textbooks are available, highlighting the need for materials facilitating French language learning through Gujarati.

Teachers' understanding of students' linguistic needs enables the creation of culturally relevant materials. Studying contrastive analysis, which examines language similarities and differences, alongside Universal Grammar, enables a focus on shared grammatical structures. Awareness of multilingual education—using multiple languages to promote social justice (Cenoz & Gorter, 2023)—and pedagogical translanguaging—using various languages for academic growth (Cenoz & Gorter, 2025)—can significantly enhance these materials. This approach fosters inclusivity,

promoting greater engagement and motivation among foreign language learners.

Involvement in textbook writing enhances teachers' professional growth by fostering critical thinking and awareness of various teaching methodologies. Collaborating with professionals helps bridge the gap between theory and practice, ultimately improving textbook quality and teaching effectiveness.

French teachers in Gujarat can draw inspiration from Chawla (2026), who suggests using Hindi to teach French on LinkedIn. They can utilise the French-Hindi dictionary (Srivastava, 2024) and coursebooks like *Ajanta French in One Month* and *Le Cours De La Langue Française En Hindi*, available on Amazon. Additionally, Jugnauth (2021) discusses linguistic similarities between French and Hindi, while Swaroop (2025a) explores parallels between the two languages, providing valuable resources for teaching in a regional language context.

Limitations

The literature review only includes online papers; considering printed journals or doctoral theses may have provided more evidence supporting the use of regional languages to study French. Additionally, the focus on materials for Gujarati learners with N/LEP does not explore how literary works can enhance the cultural experience for novice learners, which could be a topic for future research.

Recommendations

This study offers three key recommendations to improve French language learning outcomes.

1. French teachers in India should publish open-access papers on language learning experiences.
2. A study comparing learners taught in English versus their home languages could offer valuable insights
3. Developing basic-level French textbooks in Gujarati motivates Gujarati learners.

Conclusion

This article highlights significant challenges in teaching French to

Gujarati learners through English, which often excludes those with LEP. It argues for the use of regional languages as a more effective and inclusive pedagogical approach. However, a qualitative analysis reveals a lack of resources for teaching French in Gujarati. While online materials are insufficient, printed resources fail to leverage Gujarati's linguistic potential. Consequently, teachers must take the initiative to customise textbooks based on contrastive analysis principles, ensuring French language learning is accessible to all Gujarati learners.

Endnotes

1. This article stems from my report, "Issues and Challenges of Learning French Through Gujarati," submitted to Veer Narmad South Gujarat University for a minor research project (Sanction Letter F No.: UGC/17068/2023). I am grateful to my peer reviewer(s) for their invaluable feedback and suggestions that enriched this work.

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