

**Les approches plurielles en tant qu'instrument dans l'espace de la classe de français  
langue étrangère  
Pluralistic Approaches as a Tool in the French as a Foreign Language Classroom**

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**Abstract:** *Over the years, the teaching of French as a Foreign Language (FLE) has evolved significantly, incorporating diverse pedagogical approaches to meet learners' needs in a digital world. Among these, pluralistic approaches have gained importance by fostering linguistic and cultural diversity in multilingual, multicultural classrooms. This article explores how pluralistic methodologies can be effectively implemented in FLE classrooms and their impact on language acquisition. By leveraging the diversity of learners' linguistic repertoires, these approaches, such as intercomprehension, awakening to languages, integrated language didactics, and intercultural approaches, promote a holistic, interconnected view of language learning. Additionally, the physical classroom environment plays a crucial role in facilitating communication, interaction, and participation. A flexible, technology-integrated space enhances collaborative activities, motivating students and fostering an immersive language experience. Through the analysis of pedagogical materials used with rural secondary school students in Dobruja, Romania, this study highlights the complexity of students' linguistic profiles and justifies the introduction of pluralistic approaches in FLE classes, showing how such methods can enrich linguistic and intercultural competencies in diverse educational settings.*

**Keywords:** *pluralistic approaches; linguistic repertoires; awakening to languages; intercomprehension;*