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Francoresponsabilité – The Pathway to Sustainable French in the US

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Abstract French is a global language, present in the Americas since the earliest years of the European colonial era, and an important part of the lives of millions in the US, including mother tongue and heritage speakers, as well as French language learners and Francophiles. Reflecting both the local and worldwide significance of French culture and ideas, and the longstanding relationship between the US and its first ally, France, the French language has always held an important place in the US. However, in a globalized world, it is more important than ever for French language speakers, supporters, and stakeholders to work together and take responsibility to ensure that French remains a sustainable part of American life – through ongoing and active support of accessibility and affordability of French language learning and its use throughout our daily personal and professional lives. Francoresponsabilité, a term first used in Quebec, and then in Louisiana, is the pathway to sustainability of French language and Francophone culture in the US.

Keywords Francoresponsabilité, Franco-activisme, Francophonie, French language

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1. Introduction

French is a global language, present in the Americas since the earliest years of the European colonial era, and an important part of the lives of millions in the US, including mother tongue and heritage speakers, as well as French language learners and Francophiles. Reflecting both the local and worldwide significance of French culture and ideas, and the longstanding relationship between the US and its first ally, France, the French language has always held an important place in the US. However, in a globalized world, it is more important than ever for French language speakers, supporters, and stakeholders to work together and take responsibility to ensure that French remains a sustainable part of American life – through ongoing and active support of accessibility and affordability of French language learning and its use throughout our daily personal and professional lives. *Francoresponsabilité*, a term first used in Quebec, and then in Louisiana, is the pathway to sustainability of French language and Francophone culture in the US.

2. The Current Status of French in the US

French is both a global and a local language in the US – more than 10M in the US are of French or Francophone ancestry, and 1.3M (1.2M French and 868K Haitian) speak French or *Créole* in the home. French is the second language spoken after English in Maine and Vermont (Jenkins, Buchanan, & Hahn, 2024; ACS, 2025). It is also the second most learned language in the US, with 1.3M K-12 students and 135K postsecondary students enrolled (down 23% since 2016) (AC, 2017; MLA, 2021). Challenges facing French in the US include declining enrollments, especially at the college and university level, accessibility and affordability of language learning, and the language loss among heritage speakers that has been characteristic of the US.

Language advocacy is needed to effectively address these challenges and to ensure the sustainability of French in the US. Beyond harnessing the worldwide soft power and appeal of France, the French language, and Francophone culture, French language supporters, stakeholders, and enthusiasts – including mother tongue speakers, heritage speakers, educators, and Francophiles – need to embrace the concept of *Francoresponsabilité*, a term first widely used in Quebec and then in Louisiana, as a call to action for all French language advocates and supporters to actively make French a part of their daily lives (France-Amérique, 2019). Responses to the call to action for a sustainable French language presence in the US have included responses from global and international organizations, French government programs and initiatives, organizations at the national, regional, and local level in the US, and – most importantly – motivated individuals across the US, who are working, creating, and living in French and engaging in *Francoresponsabilité* and *Franco-activisme*.

French is both a global language – spoken around the world, and a local language – present in North America and in what is now the United States since the earliest years of the European colonial era. However, its status in the US is complex – while the number of French in the US is increasing, French language programs in K-12 and postsecondary educational institutions have suffered declining enrollment, are at risk, and some have already been eliminated (MLA, 2021; AC, 2017). French language advocacy and *Francoresponsabilité* form the foundation of the defense of French language learning and use in our educational institutions and in our society.

While many may consider French as a language of France, a European language, the full picture is much more complex. French has been spoken since the earliest years of the European colonial era in North America and in what is now the US, Québec City was founded in 1608, and US cities and states like New Orleans, Boise, Detroit, Vermont and Maine have names that bear witness to the French presence. French place names and family names are found throughout the US, and over 10M Americans are of French or Francophone ancestry. Well-known figures including Jack Kérouac, Beyoncé, Timothée Chalamet, and Pope Leo XIV have been described as having French or Francophone ancestry. In addition, New Orleans Saints games broadcast in French, and movie characters like Gambit demonstrate French and Francophone presence. Over 33M Francophones live in the Americas, and at least 80K Francophones live in New York City alone (Nadeau, 2021; Sicot, n.d.). Approximately 1.3M speak French in the home in the US. As far as the significance of French as a global and local language are concerned, the data are clear.

3. French Language Advocacy

French language advocacy exists within the context of language advocacy and a multilingual world, and is driven by the core value and belief that multilingualism benefits both the individual and society. Advocacy has been defined as “persuading people who matter to care about your issue,” and includes “getting listened to,” as well as “speaking and writing” (Daly, 2011, 15). In addition to being values-driven, it is also data-driven, with research and reports confirming both the importance of languages and the challenges facing language learning and use. Advocacy objectives

include defending and expanding access to language learning and use, as well as ensuring the affordability and accessibility of language learning the possibilities for using additional languages in the US.

French language advocacy includes the defense and promotion of French language learning and use in the classroom and beyond. It is a dynamic process that includes both “everyday” advocacy – the ongoing support and strengthening of French in our educational institutions and societies to support existing programs and initiatives and to expand the opportunity to learn and use French, and “emergency” advocacy which includes action to defend and support French language programs and initiatives that are in danger or at risk of cutbacks, elimination, etc. (Peckham & Stein-Smith, 2021).

Advocacy methods include professional engagement, research and writing, negotiation, and social movements and are framed by theories such as change management, blue ocean thinking, disruptive innovation, influence, leadership, and many more. Change management has been defined as a framework for leading change, with 8 essential steps – “create a sense of urgency; build a guiding coalition; form a strategic vision; enlist a volunteer army; enable action by removing barriers; generate short-term wins; sustain acceleration; and institute change” (Kotter, 2008, 1; Kotter International, n.d., 1). These are also essential steps in an effective Francoresponsabilité initiative or advocacy campaign. Blue ocean strategy has been described as “creating uncontested market space that makes the competition irrelevant.” The six principles of blue ocean strategy have been described as -- “reconstruct market boundaries; focus on the big picture, not the numbers; reach beyond existing demand; get the strategy sequence right; overcome key organization hurdles; and build execution strategy” (Kim & Mauborgne, 2005, x, 21). The implications for a Francoresponsabilité outreach initiative to broaden interest and opportunities in French are evident. Disruptive innovation has been described as a “process by which a product or service takes root in simple applications at the bottom of the market—typically by being less expensive and more accessible—and then relentlessly moves upmarket, eventually displacing established competitors” (Christensen Institute, 2025). It is not difficult to see the potential effectiveness of more accessible, affordable, and flexible language learning options in expanding the appeal of French, especially among non-traditional learners. Leadership has been described as “a process whereby an individual influences a group of individuals to achieve a common goal,” and advocacy is also a possibility for language educators to develop their leadership skills (Northouse, 2013, 5). Influence and influencers play an important role as well, and “leadership is influence,” with three keys and six sources – “focus and measure, find vital behaviors, and engage all six sources of influence;” and “personal, social, and structural motivation” and their related abilities (Grenny et al., 2013, 3, 13, 70). Influence has been described as having six principles – reciprocation; commitment and consistency; social proof; liking; authority; and scarcity (Cialdini, 2021). The role of the influencer in the age of social media has been described as “building your community, packaging your brand, monetizing your influence, and planning for the future” (Hennessy, 2018). The role of both influence and of the influencer in support of language learning and use is undeniable.

Advocacy initiatives exist at all levels, from the global to the local, and include both additional world languages and heritage languages, as well as initiatives supporting language learning and use beyond the classroom. It is important to remember that 321M speak French in the world, of which 33M are in the Americas. The following are some examples of organizations actively working to defend and to promote French language and Francophone culture.

At the global level, the Organisation internationale de la francophonie (OIF) has as its mission “à promouvoir le français et à mettre en œuvre une coopération politique, éducative, économique et culturelle “ and « à promouvoir la langue française et la diversité culturelle et linguistique; promouvoir la paix, la démocratie et les droits de l’Homme; appuyer l’éducation, la formation, l’enseignement supérieur et la recherche ; développer la coopération économique au service du développement durable” (OIF, n.d., 1). In North America, the OIF has a New York office at the UN and one in Québec City. In the Americas, the Centre de la Francophonie des Amériques has as its mission « la promotion de la langue française en renforçant les relations entre les francophones et francophiles du Québec, du Canada et des Amériques, dans le respect de la diversité culturelle » (CFA, 2025, 1).

In the US, many organizations encourage and support the learning and use of French. The American Association of Teachers of French (AATF), with state chapters and regional organization, has as its mission “to promote throughout North America the teaching and learning of the French language and French-speaking cultures and civilizations” (AATF, n.d., 1). In addition, in the US, there are over 100 chapters of the Alliance Française. “Founded in Paris in 1883,” its mission is to “promote the French language and francophone cultures and to foster exchanges between French speakers and local communities” (AFUSA, 2024, 3). It is also important to remember the presence of the governments of both France and Québec, which have consulates and delegations respectively in the US.

The French government has launched French for All, “founded on the principle that foreign language education should be a right, and not a privilege” Its initiatives include the French Heritage Language Program, the French Dual Language Fund, the French in Higher Education Program, and the Future Teachers Programs (French for All, n.d.). In addition, the [Villa Albertine](#), with locations in 10 cities in the US, has as its mission to make “French language and culture accessible to US audiences and build partnerships between French and American higher education institutions” ([Villa, 2024](#)). An especially unique initiative is CinéSchool, “a free educational film program for young audiences, designed to help students learn French in the United States through French-language cinema” ([Albertine, 2025a, 1](#))

Reflecting the importance of French language and Francophone culture especially in Louisiana and northern New England, it is also important to mention CODOFIL and the Franco-American Centre. CODOFIL, the Council for the Development of French in Louisiana, was created in 1968 by the state legislature, with its mission to “do any and all things necessary to accomplish the development, utilization, and preservation of the French language as found in Louisiana for the cultural, economic and touristic benefit of the state” ([CODOFIL, 2025](#)). The Franco-American Centre, with its mission to “to preserve the rich heritage of our French communities,” is also home to the Alliance Francaise in New Hampshire ([FACNH, n.d.](#)).

These are just a few examples of the many initiatives to encourage and promote French language learning and use in the US.

4. The Role and Nature of Francoresponsabilité

Francoresponsabilité is a term introduced in Québec, focusing on the use of French beyond the classroom – specifically in the workplace, and defined as “l’engagement à promouvoir la langue française et la culture francophone dans toute sa pluralité et sous toutes ses formes » ([Chateau Laurier, 2021](#)). The term has also been used in Louisiana, especially in describing CODOFIL programs including the Oui! Initiative, where French is used in business and in the community, with the goal « d’inciter les Louisianais à parler français en dehors de chez eux » and to « lier la langue française à l’économie » et « encourager le recrutement d’employés francophones » ([CODOFIL, 2025](#) ; [France-Amérique, 2019](#)).

This is especially important as French may long have been considered a school subject, or a language limited to certain areas of study. The idea of Francoresponsabilité brings French in the daily life and experience of all who speak French as a mother tongue, a heritage language, or a learned additional language. This use of French in business and in the workplace encourages the use of French by those who may have the skill, but have not been using it, and – importantly – the acquisition of French language skills as a goal with specific career and financial advantage, important in awakening and sustaining interest in French. The use of French in the workplace and community is not limited to particular business setting, but instead is free to permeate all areas of society with an even increased credibility and visibility ([Le français des affaires, n.d.](#)). Internships and job fairs are excellent ways to accomplish this.

The goal of Francoresponsabilité is sustainable French – as a language that not only survives, but thrives, in the US, the Americas, and beyond. Responsibility in all its forms is the means and the pathway, with sustainability as the goal.

5. The Role and Nature of Responsibility and Sustainability

Any discussion of Francoresponsabilité needs to include a description of responsibility. Responsibility has been defined as “the quality or state of being responsible: such as a moral, legal, or mental accountability and something for which one is responsible: burden” ([Merriam-Webster, 2025, 1](#)). In addition, in responsibility “both individual and corporate responsibility are crucial; some people see responsibility as a burden instead of an opportunity for growth; and these five keys to developing responsibility can help someone become the creator of their own fate -- acknowledge our creative power; embrace accountability; release blame and victimhood; cultivate mindfulness; and empower ourselves” (Rankin, 2024, 1). However, it is essential to remember that – in addition to being an opportunity for empowerment and leadership, it is also flexible and within the reach of all – the individual may take on responsibility in alignment with specific interests and goals, as well as in proportion to skills, budget, and time available ([Wagele, 2025](#)).

It is interesting to consider Francoresponsabilité within the context of responsibility and of corporate social responsibility. Beyond individual responsibility lies corporate social responsibility (CRS), defined as the “idea that a business has a responsibility to the society that exists around it” ([Stobierski, 2021, 1](#)). There are four different types of corporate social responsibility: environmental, philanthropic, ethical, and economic responsibility ([Stobierski, 2021](#); [Graf, 2025](#)). Potentially, within the context of Francoresponsabilité, corporate social responsibility could lead to internships for students and prospective employees with French language skills.

The goal of Francoresponsabilité includes our own role in the learning and use of French, and the concept of sustainability, as the heart of the ongoing vibrancy of French. Sustainable has been defined as “able to be maintained or continued; able to [continue](#) at the same [level](#) for a [period of time](#)” ([Cambridge, 2025s, 1](#)). Perhaps the best-known example of sustainability would be the UN Sustainable Development Goals (SDGs), which include in Goal 17, “Partnerships for the Goals,” the implied need for communication among global partners, multilingual and intercultural communication ([UN, n.d., 1](#)).

6. Selected Examples of Francoresponsabilité

Francoresponsabilité can emanate from the highest levels, through initiative like French for All, but can also spring from grassroots community efforts, along with the efforts of interest-specific groups as well as those of individuals. The following are just a few of the many examples of Francoresponsabilité.

At the global and international level, the French government has launched the French for All initiative, which supports foreign language education in the US and includes four programs – the French Dual Language Fund, the French Heritage Language Program, the Future Teachers Program, and French in Higher Education ([Albertine Foundation, 2025](#)). The OIF (Organisation internationale de la Francophonie) sponsors many key programs, including encouraging the mobility of French language teachers, the Francophone Games, and bilingual education/ELAN. ([OIF, n.d.](#)). The CFA (Centre de la Francophonie des Ameriques) offers a broad range of activities and resources, including its Bibliothèque des Ameriques, intended to encourage and support the learning and use of French throughout the Americas. The Alliance Francaise, with approximately 100 chapters in the US, is a local presence for many Americans, offering educational and cultural activities. ASFAP (The American Society of the French Academic Palms) has as its primary goals – “to sponsor or organize activities promoting French-American friendship; to support and encourage the study of French culture; and to raise money for scholarships for American students for summer study in francophone countries” among others ([ASFAP, 2025](#)). The American Council on Quebec Studies (ACQS) has as its “primary mission to promote the dissemination of knowledge and research on Québec, Francophone Canada, and more broadly, Francophone North America” ([ACQS, 2017](#)). The Association internationale des études québécoises (AIEQ) has as its mission to « promouvoir et développer les études québécoises hors de nos frontières » ([AIEQ, n.d.](#)).

At the national, regional, and local level in the US, the AATF (American Association of Teachers of French), with state chapters and regional divisions encompassing the country, has as its mission “to promote throughout North America the teaching and learning of the French language and French-speaking cultures and civilizations” ([AATF, 2025](#)). The Bilingual Revolution, an initiative in New York City and beyond, has been described as a “grassroots movement that emerged out of the dedicated involvement of motivated parents, educators, and community actors willing to create and support dual language programs in New York City public schools” ([Jaumont, 2017a, 1](#)).

In addition, there are many regional and local community organizations across the US that support the learning and use of French, and the following are just a few examples. The Franco-American Centre in Manchester, NH, the Acadian Archives at the University of Maine at Fort Kent, the Nous Foundation in New Orleans, the French-American Heritage Foundation of Minnesota, The Franco Center in Lewiston, Maine, the French Football Academy in New York City, and many more provide a wide range of learning and cultural activities, ranging from in-person and online conversation groups to social events and musical performances ([FACNH, n.d.](#); [Archives Acadiennes, n.d.](#); [Nous, n.d.](#); [FAHFMinn, 2025; FC, n.d.](#)). Events like the PoutineFest, in New Hampshire and beyond, and the Congrès Mondial Acadien, are among those that provide a social setting that may lead to an increased interest in even a partially lost heritage language and culture ([PoutineFest, n.d.](#); [CMA, 2024](#)). Beyond organizations, noteworthy online initiatives include podcasts like the French-Canadian Legacy Podcast and Récits Ameriques du Coeur de l’Amérique du Nord (. In addition, countless French-oriented groups can be found online and in person in schools and libraries, as well as online meetups and social groups meeting in private homes.

CinéSchool, an interesting initiative intended to bring French into the lives of young people beyond the classroom, has been described as “a free educational film program for young audiences, designed to help students learn French in the United States through French-language cinema ([Albertine, 2025](#)). It is part of the *French for All* initiative launched by [Villa Albertine](#) and Albertine Foundation.

Other groups, like the American Friends of Lafayette, have a specific focus or theme, with a mission to “foster and promote this traditional friendship by way of continual research into the history that began with the American War for Independence and includes any documents and discoveries past and present that shed more light on the life of the

Marquis" (AFL, 2018). Its most noteworthy recent initiative has been the 2024-2025 Bicentennial celebration of Lafayette's farewell tour in the US (Lafayette 200, 2025).

7. Franco-Activisme

Within the framework of *Francoresponsabilité*, with responsibility as the means and pathway and sustainability of the French language and Francophone culture as the goal, activism is a logical element and extension of responsibility, and may take many forms, ranging from individual engagement and action to social movements. Activism has been defined as "the use of direct and noticeable action to achieve a result, usually a political or social one" (Cambridge, 2025). The rationale for social action as part of *Francoresponsabilité* is that "throughout history, social movements — small groups that are loosely connected but united by a shared purpose — have created transformational change." In social movements, "protest has played an important role, highlighting the ability for ordinary citizens to make their disapproval heard." The characteristics of social movements include defining the specific change that is the goal, choosing allies, identifying the pillars of power, seeking to attract, and developing a post-success plan (Satell & Popovic, 2017).

Franco-activisme includes both a knowledge base in French language and Francophone culture, and a willingness not only to support current organizations and their activities, but also to develop and create new initiatives to broaden the reach of opportunity to learn and to use French and to live our daily lives increasingly engaged in relevant themes and activities as well as using French as a medium of understanding and communication

Action Steps

In order to actualize the concept of *Francoresponsabilité*, it is necessary to take into consideration the significance of French as both a global language and a local language in the US and throughout the Americas. The key elements of *Francoresponsabilité* include responsibility— including franco-activisme as indicated by local conditions and specific situations, as the means and pathway to sustainability, the goal.

It is equally important to reflect on the nature of responsibility. While the significance of French is undeniable, the concept of responsibility is complex, and *Francoresponsabilité* initiatives are in a position to be strengthened by the empowerment and creativity inherent in responsibility, but to be weakened by the view that responsibility may be a burden. For this reason, it is essential to discuss *Francoresponsabilité* in terms of the individual, and as a broad umbrella – within the context of *Francoresponsabilité*, every French and Francophone supporter and stakeholder can play a vital role, each according to their interests, skills, and availability.

It is essential to offer education and training in both *Francoresponsabilité* and Franco-activisme, including both theory and practice, empowering current and future leaders through knowledge as well as through practical skills, with both educational institutions and community organizations playing a role.

It is equally important to remember that *Francoresponsabilité* is a broad umbrella, with room for many voices, and that there is room for everyone. French language and Francophone culture supporters and enthusiasts can play a meaningful role, through writing and research, professional engagement, community activity, and direct action – and can be effective without advanced skills or a significant budget.

Educators play a major role, providing learning opportunities for students throughout the school day and beyond. In addition to their teaching and professional roles, educators routinely organize French- and Francophone-related activities, clubs, and travel. Areas of increasing interest include the development of internship programs encouraging and requiring the use of French and the development of OERs (online educational resources), freely available courses and/or learning materials online. This is especially important due to the increasing cost of curriculum materials, which can be a barrier to student success if a student enrolled in a class is not able to afford to purchase and access the required learning materials. Examples of OERs range from the classic "French in Action" to the University of Texas' "Tex" websites and many more (Annenberg, n.d.; Tex, n.d.).

Another area where scholars and educators can make a difference is in the role of French as a research language. When researching a topic, or writing an article, we typically think of English, but French is a language of research, and journals and other research materials can readily be found in databases like Gallica and Persée (BnF, n.d.; Persée, n.d.). (science article and databases). Journal authors and readers can work by writing and researching in French to ensure the sustainability of these journals and of French as a research language across the disciplines.

Content creation, including creativity, is an aspect of Franco-activisme that is receiving even more attention, and it is a wonderful way to reach a wide range of ages and interest through music, media, literature, and information, in French at varying levels of complexity and/or in English on French and Francophone-related topics.

French as a business language is at the heart of Francoresponsabilité, and opportunities to learn professional French, as well as those to use French in the workplace, are worthy of support (Chateau Laurier, 2021). The “le français des affaires” initiative offers opportunities for surdents around the world to become proficient in business and Professional French, and « Le français des affaires de la CCI Paris Île-de-France est un organisme certificateur en langue française, spécialiste du français professionnel » (français des affaires, n.d.).

French is also a language used in many international organizations like the UN, the EU, and Doctors without Borders/Médecins sans frontières. French language supporters can work to ensure that French continues to play a meaningful role in the work in the work of these organizations and many more.

French and Franco-owned and -operated business can certainly offer internships and conduct business in French and offer business-related services and materials in French. Examples include the “Oui” initiative in Louisiana, the “Bienvenue” initiative in New Hampshire, and many more.

Community members can also be leaders in any French or Francophone initiative, or campaign for French, in many ways. French can be used in personal, professional, and social life, and beyond the sphere of the individual, community members can certainly support and encourage the teaching and learning of French in local educational institutions. Libraries can also be included, in terms of offering French-language collections and services, as well as activities in French or related to French. The real advantage of community involvement is that the approach to French can be multi-faceted, reflecting the needs and interests of the local area. It is not difficult to envision activities for all age groups, ranging from the youngest children to senior citizens, and for all educational levels and interests. It is also important to remember gateway activities, that while they may not be conducted in French, can provide a pathway to more active engagement and perhaps even the acquisition of French language skills.

8. Current Trends and Future Directions

Traditionally, the study of French may have been linked largely to the literature and culture of France, but it now is linked to a vibrant worldwide French and Francophone language and culture around the world and in the US. While the number of Francophones in the US is increasing and French is the second most studied language in the US, enrollment has declined in recent years, especially at the college and university level, making French language advocacy increasingly important. In recent years, advocacy has focused on access and affordability in order to make French language learning accessible to all.

While this focus continues, an increasing number of French language supporters and enthusiasts are shifting their attention to immersion, both in the classroom and in our lives, making French the language of the 24-hour day rather than solely of the hours – typically 8 per day – spent in school. Immersion has been described as “a method of foreign language instruction in which the regular school curriculum is taught through the medium of the language” and offers benefits including academic, linguistic cognitive, economic, and sociocultural (Met, 1993, 1; Fortune, n.d., 1). This rise of immersion and bilingual education has been referred to as the bilingual revolution (Jaumont, 2017).

This increased focus on all-day everyday French is reflected in the proliferation of local and community organizations and initiatives, and of the growth of online media and content in French and on Francophone themes for all ages and a wide variety of interests. The growth of online and social media, and of online content, is responsible for the vast quantity of authentic French available to almost all of us. The growth of TV5Monde, the worldwide Francophone television network with 1.5M subscribers in the US alone, and the use of online media to support French language learning and use beyond school through initiatives like CinéSchool (TV5Monde, 2025; Albertine, 2025).

A collaboration of educators, communities, and business working together can maximize the impact of French in the world, online, and here at home in order to empower all French language stakeholders and enthusiasts to learn and use French freely throughout the day and in all aspects of their lives.

The goal of Francoresponsabilité is to strengthen and support the learning and use of French in the US in order to achieve sustainability of French in a changing external environment where French is neither an official or predominant language, this can be achieved through individual engagement and Franco-activisme. In order to achieve this goal, a

broad partnership of French language and Francophone supporters and stakeholders, including educators, mother tongue and heritage speakers, along with Francophiles and French language enthusiasts, is needed.

Key factors include the role of French as both a global and local language, its long history and relatively large number of mother tongue and heritage speakers in the US, the large number of French language learners, and the broad appeal of French among those commonly referred to as Francophiles.

Strategy and methods include a broad partnership of educators, organizations, and communities in adopting Francoresponsabilité as cultural and linguistic empowerment to support the learning and use of French as a mother tongue, heritage language, or additional learned language

9. Conclusions

In addition to being a global language, French is an American language, widely spoken by mother tongue speakers, heritage speakers, and additional world language learners. In order to ensure a sustainable future for French in the US, including accessible and affordable opportunities to learn French and a wide range of opportunities to use French in our daily personal and professional lives and in our society, a broad partnership of French language advocates and supporters is needed.

Based on an understanding of the significance of French in the US and in the Americas, along with its current status of French Francoresponsabilité includes – but is not limited to – responsibility and commitment, willingness to engage in French language advocacy and activism, and creativity in terms of advocacy, the learning and uses of French and content creation.

Francoresponsabilité, the commitment of individual French speakers and stakeholders to use French throughout their personal and professional daily lives, and their willingness to act together in support of French language and Francophone culture is the pathway to sustainable French in the US. French is at a tipping point in the US, poised for a significant resurgence, and Francophones, French language advocates and supporters working together, with partners at the global, national, regional, and local level, can ensure that French language and Francophone culture remain sustainable in the US. Francoresponsabilité represents empowerment, where Francophones and French language supporters and stakeholders proactively take responsibility for the future of French by contributing to its learning and use through our lives and our world.

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