



Analysis of Material and Form of Questions for French Listening Skills Learning Level A1

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ABSTRACT

The objectives of this study are as follows: 1) to analyze the listening comprehension materials and exercise types for A1-level French language learning on the francaisfacile.rfi.fr website; 2) to assess the alignment of the materials and exercise types with the Common European Framework of Reference for Languages (CEFR) standards for listening comprehension skills at A1 level; and 3) to identify the strengths and weaknesses of the listening materials and exercise types on the website as a learning medium. This study employed a qualitative descriptive approach. The data were obtained through literature review and documentation analysis, conducted online via the francaisfacile.rfi.fr website during the period of October-December 2025. The research population includes all A1-level French listening comprehension materials and exercises on the francaisfacile.rfi.fr website. Purposive sampling was used, focusing on A1-level listening materials and exercises. The research instruments consist of material analysis tables based on Bérard's theory, a CEFR-based material alignment table adapted from Chauvet et al.'s theory, and an exercise types classification table based on Tagliante's theory. The results show that the A1-level listening materials are divided into three main themes, namely *Comprendre l'actualité en français*, *Réviser les points de langue*, and *Communiquer au quotidien*. The exercise types were varied but predominantly consisted of single-correct-answer multiple-choice questions. The materials and exercises meet the CEFR level A1 standards. The website's strengths lie in its comprehensive materials and authentic audio resources. However, it has limitations in terms of exercise variety, as well as the absence of communicative elements and teacher involvement. Therefore, the francaisfacile.rfi.fr website is considered suitable as a supplementary learning medium for A1-level French listening skills.

Keywords: analysis of material, form of questions, French, listening skills

Analisis Materi dan Bentuk Soal Pembelajaran Keterampilan Menyimak Bahasa Perancis Tingkat A1

ABSTRAK

Tujuan penelitian ini meliputi: 1) menganalisis materi dan bentuk soal pembelajaran menyimak bahasa Perancis tingkat A1 pada situs francaisfacile.rfi.fr; 2) menganalisis kesesuaian materi dan bentuk soal dengan standar Kerangka Acuan Umum Bahasa-Bahasa Eropa (CECRL) untuk keterampilan menyimak tingkat A1; 3) mengidentifikasi kelebihan dan kekurangan materi dan bentuk soal pembelajaran menyimak pada situs tersebut sebagai media pembelajaran tambahan. Penelitian ini menerapkan pendekatan deskriptif kualitatif. Data diperoleh melalui teknik studi pustaka serta studi dokumentasi, yang dilaksanakan secara daring melalui situs francaisfacile.rfi.fr pada periode Oktober-Desember 2025. Populasi penelitian meliputi seluruh materi dan latihan soal menyimak bahasa Perancis tingkat A1 pada situs francaisfacile.rfi.fr. Sampel penelitian ini menggunakan teknik *purposive sampling*, yaitu materi dan latihan soal menyimak tingkat A1. Instrumen penelitian berupa tabel analisis materi yang disusun berdasarkan teori Bérard, tabel kesesuaian materi dengan CECRL yang diadaptasi dari teori Chauvet et al., serta tabel klasifikasi bentuk latihan soal berdasarkan teori Tagliante. Hasil penelitian menunjukkan bahwa materi pembelajaran menyimak tingkat A1 terbagi ke dalam tiga tema utama, yaitu *Comprendre l'actualité en français*, *Réviser les points de langue*, dan *Communiquer au quotidien*. Bentuk soal tergolong bervariasi, namun didominasi oleh soal pilihan ganda dengan satu jawaban benar. Materi dan bentuk soal tersebut telah memenuhi standar CECRL tingkat A1. Situs ini memiliki kelebihan pada kelengkapan materi dan audio autentik, tetapi memiliki keterbatasan pada variasi soal serta tidak adanya unsur komunikatif dan peran pengajar. Dengan demikian, situs francaisfacile.rfi.fr dinilai layak digunakan sebagai media pembelajaran tambahan keterampilan menyimak tingkat A1 bahasa Perancis.

Keywords: analisis materi, bentuk soal, keterampilan menyimak, bahasa Prancis

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INTRODUCTION

Language is a fundamental component of human life, serving as the primary medium for communication. It also plays a crucial role in supporting a broader and more open understanding of science (Ernawati & Rasna, 2020). The more languages a person masters, especially foreign languages, the greater the opportunities for broader communication (Hasanah & Saefullah, 2017).

Currently, French is among the most widely spoken languages globally. This is in line with Bernard's statement (Juliarti et al., 2024), which states that there are now over 220 million French speakers globally, placing French in eighth place as an international language.

In French, there are four language skills that must be mastered: listening (La Compréhension Orale), speaking (La Production Orale), reading (La Compréhension Écrite), and writing (La Production Écrite) (Sunendar et al., 2014). In learning these language skills, A1 level learners certainly face various obstacles, one of which is developing listening skills. These obstacles are related to the characteristics of French, which has different language structures and a mismatch between written and pronounced words (Rita et al., 2017). Obstacles can also arise from learners' unfamiliarity with listening to a foreign language in everyday life, a lack of motivation to learn, and a lack of engaging learning media (Rahmatullah & Amalputra, 2021). Therefore, selecting appropriate learning media is a crucial aspect in supporting listening skills.

With technological advancements, the use of online learning media is increasingly widespread, one example being web-based learning. One French language learning website is francaisfacile.rfi.fr. This site provides listening practice exercises from levels A1 to C2, which are freely accessible. However, further research is needed to determine the extent to which the material and test formats presented comply with the Common European Framework of Reference for Languages (CECRL) standards. Therefore, it is

necessary to analyze the materials and practice questions on the francaisfacile.rfi.fr website to ensure their compliance with the CECRL A1 level standards.

This study has three research questions. First, what materials and types of listening questions are available on the francaisfacile.rfi.fr website? Second, do the materials and types of questions on the website comply with the CECRL standards for A1 level listening skills? Third, what are the advantages and disadvantages of the materials and types of listening questions on the francaisfacile.rfi.fr website as a learning medium for French at A1 level?

Referring to the questions above, this study has three objectives. First, to analyze the materials and types of listening questions available on the francaisfacile.rfi.fr website for A1 level French listening skills. Second, to assess the suitability of the materials and types of questions with the CECRL standards for A1 level listening skills. Third, to identify the advantages and disadvantages of the materials and types of listening questions on the francaisfacile.rfi.fr website as a learning medium.

The findings of this study are expected to contribute both theoretically and practically. Theoretically, this research can contribute to the development of knowledge on the use of digital media as a resource for French listening lessons at the A1 level. Practically, this research benefits researchers by broadening their knowledge and experience in analyzing digital learning media. For teachers, it serves as a reference for utilizing digital media as a resource for A1 level listening lessons that aligns with CECRL standards. For students, it helps them find new, effective media that supports listening learning.

The following are several articles relevant to this research:

- 1) Mediputri, R. M., Sopiawati, I., & Rachmadhany, A. (2025). Analysis of Listening Skills Material in French Learning Videos on the YouTube Channel



- "ListenEF." *Journal of Teacher Studies and Learning*, 8(2), 488-500. <https://doi.org/10.30605/jsgp.8.2.2025.5781>
- 2) Putri, F. P., & Pujosusanto, A. (2024). Application of the *deutsch.info* Website to the Learning Outcomes of German Listening Skills of Grade XI Students at SMAN 15 Surabaya. *LATERNE*, 13(1), 1-11.
 - 3) Widyastuti, W. T., Ratna, R., & Dewi, E. R. (2023). Development of Google Sites in the French Reading Skills Course for Blended Learning. *Pedagogik: Scientific Journal of Education and Learning*, Faculty of Tarbiyah, Muhammadiyah University of Aceh, 10(2), 97-108. <https://doi.org/10.37598/pjpp.v10i2,%20Oktober.1947>
 - 4) Nugroho, M. A. (2017). Item analysis study of practice questions in Arabic language textbooks for junior high school students. *Arabia*, 8(2).

Ferroukhi (2009) stated that "Listening is one of the most fundamental stages in communication and in the process of learning a foreign language." Listening is the activity of listening attentively to spoken symbols, which requires full concentration and involves the processes of understanding, appreciation, and interpretation to obtain information, grasp the content and message, and comprehend the meaning of the communication conveyed by the speaker through spoken language (Tarigan, 2008).

The CECRL is a reference framework used in language education and teaching in European Union countries, designed in accordance with the language policies and political needs of each member state (Marice et al., 2015). In line with this, the Conseil de l'Europe (2001) states that "The Common European Framework of Reference was designed to address the communication difficulties faced by foreign language professionals and those stemming from differences between educational systems." The CECRL has six levels for measuring a person's proficiency in learning French, starting from levels A1 and A2 (*débutant*),

levels B1 and B2 (*intermédiaire*), and levels C1 and C2 (*Avancé*) (Tagliante & Mègre, 2008).

The Conseil de l'Europe (2001) states that at the A1 level, learners are able to conduct simple transactions or purchases, use body language in communication, and state and ask for days, times, and dates. Learners can also greet each other simply, using basic expressions such as "yes," "no," "excuse me," "please," "sorry," and "thank you," (*oui, non, excusez-moi, "s'il vous plaît, "pardon, "and "merci"*), filling out simple forms containing name, address, nationality, and status, and writing simple postcards. In listening, learners are required to master four main elements: speech acts, grammar, lexical, and sociocultural aspects (Chauvet et al., 2008).

Based on these A1-level learner competencies, an analysis of A1-level French listening learning materials is necessary to assess the content's suitability to the CECRL standards. According to Komarudin (2001), analysis is a thinking activity aimed at breaking down a whole into smaller components in order to identify the characteristics of each part and understand the relationship and function of each part within a unified whole.

Bérard (1991) suggests that there are seven aspects to analyzing learning materials: Type of teaching materials (printed teaching materials, non-printed/audio materials, audiovisual materials), Target audience (general, specific, adults, adolescents), General method structure (objectives, learning duration, lessons or units, skills), Content (material selection, communicative content, grammatical content, cultural content), Methodology (documents, activities, grammar, phonetics), Instruction (work organization, teacher role), and Relationship to the work of the Council of Europe.

In line with material analysis, the format of learning questions is also adapted to the learning abilities of beginners. According to Mialaret in Kerrouzi (2020), evaluation can be understood as an assessment process based on specific criteria. Evaluation results are not always expressed in numerical form, but can also be in the form of

qualitative descriptions that indicate the position of the subject or product in an assessment category. In language learning, evaluation can be done through practice questions. Tagliante (2005) groups the form of French practice questions into 6 categories, namely: Multiple choice questions (multiple choice with three, four or five choices with one correct answer, and multiple choice with several correct answers), completion questions, matching questions, classification questions, short answer questions, and essay questions.

METHOD

This study employed a qualitative descriptive approach. Bogdan and Taylor (in Khilmiyah, 2012) state that qualitative research is a research method that produces descriptive data in the form of spoken and written words, as well as the behavior of individuals observed. Descriptive research aims to describe situations and events as they occur (Pradani et al., 2024). In this study, this approach was used to describe the learning materials, referring to Bérard's (1991) theory. Furthermore, the researchers analyzed the suitability of the French listening learning materials at level A1 with the CECRL and analyzed the format of French practice questions on the website francaisfacile.rfi.fr.

The data for this study were collected through the application of literature and documentation techniques. This technique involved collecting relevant data from the website francaisfacile.rfi.fr, including learning materials and practice questions for French listening skills at level A1. Data collection was conducted online through the website from October to December 2025.

The sample in this study was determined using a purposive sampling technique, which is a sample selection based on certain criteria (Sugiyono, 2013; Razak, 2017). The researcher specifically selected A1 level French listening materials and exercises available on the francaisfacile.rfi.fr website.

The research instrument, a data analysis table compiled based on Bérard's (1991) material analysis theory, was used to examine the A1 level French listening learning materials on the francaisfacile.rfi.fr website. The researcher then used an instrument adapted from Chauvet et al. (2008) to analyze the material's suitability to the CECRL, based on speech act, grammatical, lexical, and socio-cultural aspects. Furthermore, the researcher classified the A1 level French listening exercises on the francaisfacile.rfi.fr website based on Tagliante (2005) theory of question form categories. After categorizing the practice questions on the site, researchers will compile a summary of the analyzed data. The final stage of the research will involve drawing conclusions through data interpretation to determine the material's compliance with CECRL standards and assessing the site's strengths and weaknesses based on the research findings.

RESULT

1. Analysis of Material and Question Format

The results of the analysis of the French listening learning materials for A1 level on the website francaisfacile.rfi.fr, based on Bérard's (1991) theory, are presented below.



Table 1
 Analysis of A1 Level Listening Learning Materials on the Website francaisfacile.rfi.fr

No.	Elements of Material Analysis	Indicators	Analysis Result	
			Available	Not Available
1	<i>Type de matériel</i> Type of material	<i>Manuel</i> Textbook/printed material	√	
		<i>Matériel</i> Non-print/audio materials		√
		<i>Matériel audiovisuel</i> Audiovisual material	√	
2	<i>Public</i> Target audience	<i>Objectifs</i> Objectives	√	
		<i>Durée de l'apprentissage</i> Learning duration	√	
		<i>Leçon ou unités</i> Lesson or units	√	
		<i>Aptitudes</i> Skills	√	
3	<i>Structure générale de la méthode</i> General structure of the method	<i>Objectifs</i> Objectives	√	
		<i>Durée de l'apprentissage</i> Learning duration	√	
		<i>Leçon ou unités</i> Lesson or units	√	
		<i>Aptitudes</i> Skills	√	
4	<i>Contenu</i> Content	<i>Sélection</i> Selection	√	
		<i>Contenu communicative</i> Communicative content		√
		<i>Contenu grammatical</i> Grammatical content	√	
		<i>Contenu culturel</i> Cultural content	√	
5	<i>Méthodologie</i> Methodology	<i>Documents</i> Documents	√	
		<i>Activités</i> Activities	√	
		<i>Grammaire</i> Grammar	√	
		<i>Phonétique</i> Phonetics	√	

6	Pédagogie Pedagogy	Rôle de l'enseignant Teacher's role	√	
		Rôle de l'enseignant Teacher's role		√
7	Relation avec les travaux du Conseil de l'Europe Relation with the work of the Council of Europe		√	

2. Analysis of Material Suitability with CECRL

The suitability of the French listening learning materials for A1 level on the francaisfacile.rfi.fr website with the CECRL A1 level standards based on the theory of Chauvet et al. (2008) is presented below.

Table 2
 Suitability of A1 Level Listening Learning Materials with CECRL

No.	Linguistics Elements	Listening Material on the Site francaisfacile.rfi.fr	Alignment with the CEFR	
			Yes	No
1	Actes de parole Speech Acts			
	a. Entrer en contact avec quelqu'un Making contact with someone			
	Saluer quelqu'un Greeting someone	Bonjour ! Salut ! Hello! Hi!	√	
	Prendre congé Saying goodbye	Bonne journée, au revoir, à tout de suite, à bientôt, enchanté Have a nice day, goodbye, see you soon, see you later, nice to meet you	√	
	Demander /donner des nouvelles à quelqu'un Asking/giving someone news	Zirek, ça va? - Oui, ça va mieux Zirek, how are you? – Yes, I'm better	√	
	b. Présenter quelqu'un Introducing someone			
	Donner son identité ou l'identité de quelqu'un: Identifying oneself or someone else:			
Donner son nom Giving one's name	Je m'appelle Rosa Krishnan My name is Rosa Krishnan	√		
Dire son âge Stating one's age	L'aîné garçon va avoir 12 ans la semaine prochaine The eldest boy will be 12 years old next week	√		
Dire sa nationalité Stating one's nationality	Je suis kurde I am Kurdish	√		



<i>Dire sa profession</i> Stating one's profession	<i>Je suis pompier</i> I am a firefighter	√	
<i>Épeler</i> Spelling	<i>K-O-U-Y-A-T-E</i> <i>K-O-U-Y-A-T-E</i>	√	
<i>Parler de son environnement quotidien:</i> Talking about one's daily environment:			
<i>Donner son adresse/ son e-mail</i> Giving one's address/email address	<i>billie.paris@gomail.com Voilà</i> <i>billie.paris@gomail.com here it is</i>	√	
<i>Donner son numéro de téléphone</i> Giving one's phone number	<i>Voici son numéro de téléphone :</i> <i>06 21 75 84 32</i> Here is his/her phone number: 06 21 75 84 32	√	
<i>Parler de sa famille</i> Talking about one's family	<i>La famille va bien? -Oui Grâce à Dieu</i> Is the family well? – Yes, thanks to God	√	
<i>Parler de ses loisirs</i> Talking about one's hobbies	<i>Je vais voir mes amis dans un café</i> I am going to see my friends in a café	√	
<i>c. Caractériser quelqu'un ou quelque chose</i> To characterize someone or something			
<i>Décrire un objet/ une personne:</i> To describe an object/person:			
<i>Désigner quelque chose ou quelqu'un</i> To point out something or someone	<i>Oh, c'est Diane</i> Oh, that's Diane	√	
<i>Dire le prix d'un objet</i> To state the price of an object	<i>Je vous dois combien, Amir? - 34 €</i> , s'il vous plaît How much do I owe you, Amir? – 34 €, please	√	
<i>Exprimer l'appartenance</i> To express ownership	<i>Monsieur Kouyaté, c'est mon voisin</i> Mr. Kouyaté is my neighbor	√	
<i>Exprimer la quantité</i> To express quantity	<i>Deux pièces trop petit pour une famille</i> Two rooms too small for a family	√	

	<p><i>d. Demander quelque chose à quelqu'un</i> To ask someone for something</p>			
	<p><i>Demander une information:</i> To ask for information:</p>			
	<p><i>Poser des questions personnelles</i> To ask personal questions</p>	<p><i>Et vous êtes arrivé en France quand? -Depuis deux années</i> When did you arrive in France? – Two years ago</p>	√	
	<p><i>Demander la date</i> To ask for the date</p>	<p><i>Vous venez le chercher quand?</i> When will you come pick it up?</p>	√	
	<p><i>Demander l'heure</i> To ask for the time</p>	<p><i>Il est 20 h?</i> Is it 8 p.m?</p>	√	
	<p><i>e. Demander à quelqu'un de faire quelque chose</i> To ask someone to do something</p>			
	<p><i>Donner des instructions/ des indications</i> To give instructions/directions</p>	<p><i>Vous devez utiliser le guichet automatique pour acheter votre ticket</i> You must use the ticket machine to buy your ticket</p>	√	
2	<p><i>Grammaire</i> Grammar</p>			
	<p><i>a. Quelques verbes usuels: être/ avoir/ faire/ s'appeler</i> Some common verbs: to be/ to have/ to do/ to be called</p>	<p><i>Être: C'est très bon!</i> To be: It's very good! <i>Avoir: J'ai pas fini</i> To have: I haven't finished <i>Faire: Pour faire quoi?</i> To do: To do what? <i>S'appeler: Je m'appelle Billie</i> To be called: My name is Billie</p>	√	
	<p><i>b. Quelques verbes -er: habiter, travailler, parler</i> Some -er verbs: to live, to work, to speak</p>	<p><i>Travailler: Je travaille ici depuis trois mois</i> To work: I have been working here for three months <i>Parler: Nous allons parler de la plus spectaculaire incursion</i> To talk: We are going to talk about the most spectacular incursion <i>Aimer: Mais j'aime bien</i> To like: But I like it</p>	√	



<i>c. Le présent de l'indicatif - l'état, la description</i> The present indicative - state, description	<i>Cela se passe au nord du Japon, dans la péninsule de Shiretoko</i> It takes place in northern Japan, in the Shiretoko Peninsula	√	
<i>d. L'impératif positif: quelques verbes -er</i> The positive imperative: some -er verbs	<i>Apportez une couverture!</i> Bring a blanket!	√	
<i>e. L'impératif positif: verbes venir, aller - l'indication</i> The positive imperative: the verbs to come, to go - indication	<i>Allez, circulez!</i> Move along!	√	
<i>f. Les pronoms personnels sujets</i> Subject pronouns	<i>Je, tu, il/ elle, on, nous, vous, ils/ elles</i> I, you, he/she, one, we, you (plural), they	√	
<i>g. Les pronoms toniques</i> Stressed pronouns	<i>Moi, c'est Diane</i> Me, I'm Diane	√	
<i>h. Les pronoms interrogatifs simples (quel...)</i> Simple interrogative pronouns (which...)	<i>De fleurs de quelles couleurs?</i> Flowers of what colors?	√	
<i>i. Les adjectifs interrogatifs</i> Interrogative adjectives	<i>Quel est votre problème?</i> What is your problem?	√	
<i>j. La négation: ne ... pas</i> Negation: not...	<i>Ne t'inquiète pas</i> Don't worry	√	
<i>k. Les présentateurs: c'est / voilà...</i> Introducers: it is / there you go...	<i>C'est ta robe de mariée, Rosa</i> This is your wedding dress, Rosa <i>Et voilà.</i> There you go	√	
<i>l. Les articles définis</i> Definite articles	<i>Je fais chercher le fromage</i> I'll get the cheese	√	
<i>m. Les articles indéfinis</i> Indefinite articles	<i>Un jus de pomme</i> An apple juice	√	
<i>n. L'article «zéro»: être + profession</i> The zero article: to be + profession	<i>Zirek était médecin en Turquie</i> Zirek was a doctor in Turkey	√	
<i>o. L'accord: masculin, féminin</i> Agreement: masculine, feminine	<i>Oh, désolée</i> Oh, sorry <i>Tu as l'air fatigué</i> You look tired	√	

	<i>p. L'accord: singulier, pluriel</i> Agreement: singular, plural	<i>J'ai un colis pour Leila Touré</i> I have a package for Leila Touré <i>Je vais voir mes amis dans un café</i> I'm going to see my friends at a café	√	
	<i>q. Les adjectifs possessifs</i> Possessive adjectives	<i>Leila, ma chère</i> Leila, my dear	√	
	<i>r. Les adjectifs démonstratifs</i> Demonstrative adjectives	<i>Est-ce que vous le prenez ce colis?</i> Will you take this package?	√	
	<i>s. Les adjectifs partitifs</i> Partitive adjectives	<i>Des oreillers</i> Pillows	√	
	<i>t. L'expression de la quantité</i> (quelques adverbes et articles) Expressing quantity (some adverbs and articles)	<i>Ils seront là beaucoup plus vite</i> They'll be here much sooner	√	
	<i>u. Les nombres cardinaux</i> Cardinal numbers	<i>Six personnes, s'il vous plaît</i> Six people, please	√	
	<i>v. Quelques articulateurs du discours: et/ou/alors</i> Some discourse markers: and/or/then	<i>Alors, est-ce que vous le prenez ce colis?</i> So, are you going to take this package? <i>Et ses voisins?</i> And her neighbors? <i>Ils savent peut-être où elle est</i> They might know where she is	√	
3	<i>Lexique</i> Lexical			
	<i>a. L'alphabet</i> The alphabet	<i>A, B, C, D, E, ...</i> A, B, C, D, E, ...	√	
	<i>b. Les nombres</i> Numbers	<i>Un, deux, trois, neuf, ...</i> One, two, three, nine...	√	
	<i>c. Les noms et prénoms</i> First and last name	<i>Nom: Kouyaté</i> Last name: Kouyaté <i>Prénom: Awa</i> First name: Awa	√	
	<i>d. L'adresse</i> Address	<i>17 rue de la République</i> 17 Republic Street	√	
	<i>e. Les nationalités</i> Nationalities	<i>Kurde, afghan</i> Kurdish, Afghan	√	
	<i>f. Les professions</i> Professions	<i>Je suis pompier</i> I'm a firefighter	√	
	<i>g. L'état civil (marié/célibataire)</i> Marital status (married/single)	<i>Tu as été mariée? - Je devais me marier</i> Were you married? - I was supposed to get married	√	



	<i>h. Les loisirs</i> Leisure activities	<i>Vous êtes libre ce vendredi? Je vous invite à la Tour de Babel.</i> Are you free this Friday? I'm inviting you to the Tower of Babel	√	
	<i>i. La famille proche</i> Immediate family	<i>Awa, c'est sa nièce</i> Awa is his niece	√	
	<i>j. Les objets personnels</i> Personal belongings	<i>Et voilà tes photos.</i> And here are your photos.	√	
	<i>k. La description (petit/ grand/ vieux/ jeune/ beau/ sympathique)</i> Description (short/tall/old/young/handsome/friendly)	<i>Je voudrais un beau bouquet</i> I'd like a beautiful bouquet	√	
	<i>l. Les couleurs</i> Colors	<i>Rouge, jaune, orange</i> Red, yellow, orange	√	
	<i>m. La date</i> The date	<i>9 Avril 1989</i> April 9, 1989	√	
	<i>n. Les jours de la semaine</i> Days of the week	<i>Mardi, vendredi, jeudi, dimanche</i> Tuesday, Friday, Thursday, Sunday	√	
	<i>o. L'heure</i> The time	<i>Il est 20 h?</i> Is it 8 p.m?	√	
4	<i>Socioculturel</i> Socio-cultural			
	<i>a. Les salutations</i> Greetings	<i>Bonjour ! Salut !</i> Hello! Hi!	√	
	<i>b. Les formules de politesse simples</i> Simple polite phrases	<i>Excusez-moi, désolée, s'il vous plaît !</i> Excuse me, sorry, please!	√	

3. Analysis of Practice Question Format

The following presents the results of an analysis of the format of A1-level French listening practice questions on the francaisfacile.rfi.fr website based on Tagliante's (2005) theory.

Table 3
 Analysis of A1-Level Listening Practice Question Format on the francaisfacile.rfi.fr Website

No.	Exercise Type	Example Question	Suitability of Exercise Type and Example	
			Yes	No
1	<i>Le QCM à trois, quatre ou cinq choix, avec une seule réponse correcte</i> Multiple-choice questions with three, four, or five options, with only one correct answer	1) <i>Un célèbre ___ a été vendu.</i> A famous ___ has been sold. <input type="checkbox"/> <i>sac à dos</i> backpack <input type="checkbox"/> <i>sac de courses</i> shopping bag <input checked="" type="checkbox"/> <i>sac à main</i> handbag	√	

<p>2</p>	<p><i>Le QCM à plusieurs réponses correctes</i> <i>Multiple-choice questions with multiple correct answers</i></p>	<p>2) <i>Quel lieux entendez-vous?</i> <i>Which places do you hear?</i> <input checked="" type="checkbox"/> <i>la gare d'Austerlitz à Paris en France</i> <i>Austerlitz station in Paris, France</i> <input type="checkbox"/> <i>la gare de King's Cross à Londres en Angleterre</i> <i>King's Cross station in London, England</i> <input checked="" type="checkbox"/> <i>la gare routière à Alor Setar en Malaisie</i> <i>Bus station in Alor Setar, Malaysia</i> <input type="checkbox"/> <i>la gare Hauptbahnhof à Berlin en Allemagne</i> <i>Hauptbahnhof station in Berlin, Germany</i> <input checked="" type="checkbox"/> <i>la gare centrale Venezia Santa Lucia à Venise en Italie</i> <i>Venezia Santa Lucia central station in Venice, Italy</i> <input checked="" type="checkbox"/> <i>la gare de Pékin en Chine</i> <i>Beijing station in China</i></p>	<p>√</p>	
<p>3</p>	<p><i>Le Test de Closure</i> <i>Closure test</i></p>	<p>3) <i>Écoutez et complétez le texte.</i> <i>Listen and complete the text.</i></p> <p><i>détails - point - arobase - coordonnées</i> <i>details - dot - at - contact information</i></p> <p><i>Michel : Laissez-moi vos ____.</i> <i>Michel: Give me your ____.</i> <i>Billie : Billie ____ paris ____</i> <i>gmail point com. Voilà !</i> 3) <i>Billie: Billie ____ paris ____</i> <i>gmail dot com. There you go!</i> <i>Michel : Ok, merci ! Leila vous contactera pour les ____ de l'inscription.</i> <i>Michel: Okay, thanks! Leila will contact you about the registration ____.</i></p>	<p>√</p>	



4	L'Appariement <i>Matching test</i>	1) Billie lit les informations et les consignes du distributeur automatique de billet. Écoutez et remettez-les dans l'ordre. Billie reads the information and instructions from the ticket machine. Listen and put them in order. Instructions proposées : Suggested Instructions: -Composez votre code secret Enter your PIN -Choisissez votre montant Choose your amount -Retrait avec ticket Withdraw with receipt Réponses : Answers: 1..... 2..... 3.....	√	
5	Le Classement <i>Classification test</i>	-	√	
6	Questionnaire à réponses ouvertes courtes <i>Short-answer questions</i>	-	√	
7	Questionnaire à réponses ouvertes longue <i>Long-answer questions</i>	-	√	

DISCUSSION

1. Material Analysis

Based on the analysis of French listening learning materials at A1 level, which refers to Bérard's theory (1991), the francaisfacile.rfi.fr website provides learning materials in the form of documents and audio. Learners must listen to the audio materials before working on the practice questions. Therefore, in terms of the type of teaching material (type de matériel), available indicators include printed teaching materials (manuel) and non-printed/audio teaching materials (matériel).

Furthermore, the target audience (public) on the francaisfacile.rfi.fr website is the general public, namely French learners of various proficiency levels, from A1 to C2. This site is designed for students and scholars at the school and university levels, teachers who need teaching materials, and adult learners who want to learn French for work or daily life.

In the general method structure (structure générale de la méthode), all indicators are available on the site: objectives (objéctifs), learning duration (durée de l'apprentissage), lessons or units (leçon ou unités), and skills (aptitudes). The purpose of francaisfacile.rfi.fr is to promote French language learning and teaching, which means it encourages and facilitates the French language teaching and learning

process. The estimated learning duration listed on the site is 1 minute for exercises and various audio durations, all less than 3 minutes.

The lessons on this site are divided into three themes: Comprehending the current situation in French, Revising language points, and Communicating on quotidien. Each theme is further divided into several points, while for skills or competencies, only listening skills are covered (La Compréhension Orale).

Furthermore, there are three indicators available for the content element. First, the selection indicator on the francaisfacile.rfi.fr website shows a variety of materials based on difficulty level. Users can customize the learning according to their proficiency level, ranging from A1 to C2. Second, the site provides grammatical content on the topic of reviewing language points (Réviser les points de langue). This topic covers the following topics: "The future of the language," "Devoir, pouvoir, vouloir au present de l'indicatif," "The genre of nationalities," "The prepositions based on pay names," and "The articles based on pay names." Third, this site also provides cultural content (contenu culturel) on the topic of understanding news in French (Comprendre l'actualité en français), specifically on culture. Within this theme, there are 10 practice questions on French culture, including Mort de l'actrice Claudia Cardinale, La Journée Internationale de la francophonie 2025, Un nouveau Centre Pompidou?, and others.

Next, regarding the methodology element (méthodologie), all indicators are available on the francaisfacile.rfi.fr website. First, there are PDF documents available for students to download. These documents include student worksheets, answer keys, transcriptions, and audio materials presented in comic form. Second, the site provides learning activities (activités) to practice listening skills (La Compréhension Orale). These activities are found in the exercises feature, the French language proficiency test (Tester son niveau), and the DELF, TCF, and DFP exam preparation exercises in the certificate and exam feature (Diplômes et tests). Additionally, users can access French

podcasts. Third, there are grammar materials accessible through the exercises feature under the theme "Réviser les points de langue." Fourth, there are phonetics materials (phonétique) containing explanations of practice questions, one of which concerns final consonants (les consonnes finales). In the teaching element (pedagogy), there is one indicator available: work organization. The francaisfacile.rfi.fr website presents clear work stages for learners, demonstrated through instructions in the exercises section. For example, the instructions provided include "Look out and answer," "Observe and look out when choosing a good answer," and "Look out for the announcements."

The francaisfacile.rfi.fr website provides an element related to the work of the Council of Europe (relation avec les travaux du Conseil de l'Europe), demonstrated through its linkage to the CECRL principles. This linkage is evident in the grouping of learning materials by language proficiency level, from A1 to C2. This proficiency level grouping refers to the language proficiency classification established in the CECRL, which aims to describe learners' ability to understand and use French. However, based on the analysis of the entire French listening material at A1 level on the francaisfacile.rfi.fr website, it can be concluded that the material presented is not fully in accordance with Bérard's (1991) theory. This is due to the unavailability of one of the important elements, namely communicative content (contenu communicative). The unavailability of communicative content has the potential to limit the development of foreign language learners' communication skills. This finding is in line with Bérard's (1991) statement that states that "L'approche communicative recentre l'enseignement de la LE sur la communication: il s'agit pour l'élève d'apprendre à communiquer dans la LE et donc d'acquérir une compétence de communication." [The communicative approach places communication as the main focus in foreign language learning, namely helping students learn to communicate and develop their communication skills in the language].



Furthermore, the role of the teacher (rôle de l'enseignant) is not available on the francaisfacile.rfi.fr website. However, the teacher plays a crucial role in supervising students during online learning. This is supported by previous findings that indicate the need for student supervision when using electronic media in learning, due to the risk of students opening other applications or websites (Putri & Pujosusanto, 2024).

2. Material Conformity with CECRL

The results of the analysis of material conformity with the CECRL A1 level standards based on the theory of Chauvet et al. (2008) are presented in Table 2. These findings indicate that in listening skills, there are 20 items on speech acts, 22 on grammar, 15 on lexical aspects, and 2 on socio-cultural aspects that must comply with the CECRL A1 level standards.

The listening skills material that corresponds to the elements of speech acts as listed in table 2 includes: Entrer en contact avec quelqu'un (saluer quelqu'un, prendre congé, demander/donner des nouvelles à quelqu'un), présenter quelqu'un (donner son identité ou l'identité de quelqu'un, parler de son environnement quotidien), caractériser quelqu'un ou quelque chose (décrire un objet/une personne, exprimer l'appartenance, exprimer la quantité), demander quelque chose à quelqu'un (demander une information), dan demander à quelqu'un de faire quelque chose (donner des instructions/des indications).

Furthermore, for suitability of listening skills material on grammatical elements including: Quelques verbes usuels (être/avoir/faire/s'appeler), quelques verbes er (habiter, travailler, parler), le présent de l'indicatif (l'état, la description), l'impératif positive (quelques verbes er), l'impératif positive (verbes venir, aller - l'indication), les pronoms personnels sujets, les pronoms toniques, les pronoms interrogatifs simples (quel...), les adjectifs interrogatifs, la négation ne...pas, les présentateurs (c'est/voilà), les articles définis, les articles indéfinis, l'article «zéro» (être + profession), l'accord (masculin, féminin), l'accord (singulier, pluriel), les adjectifs possessifs, les

adjectifs démonstratifs, les articles partitifs (du, de la, ...), l'expression de la quantité (quelques adverbes et articles), les nombres cardinaux, et quelques articulateurs du discours (et/ou/alors). Next, the suitability of the listening skills material for lexical elements includes: L'alphabet, les nombres, les noms et prénoms, l'adresse, les nationalités, les professions, l'état civil (marié/célibataire), les loisirs, la famille proche, les objets personnels, la description (petit/grand/vieux/jeune/beau/sympathique), les couleurs, la date, les jours de la semaine, et l'heure. The final element, the suitability of listening skills material to socio-cultural elements, includes: Les salutations (lors d'une rencontre), and les formules de politesse simples.

After analyzing the CECRL A1 level indicators, all listening materials on the francaisfacile.rfi.fr website were found to meet the four main elements: speech acts, grammar, lexical, and sociocultural aspects. This finding aligns with previous research, which revealed that the suitability of A1 level listening materials with the CECRL is characterized by the presentation of simple speech acts, basic grammatical structures, everyday vocabulary, and sociocultural elements such as an introduction to common traditions and customs, which play a role in increasing understanding and engagement for beginning learners (Widyastuti et al., 2023).

Furthermore, the francaisfacile.rfi.fr website presents materials containing basic expressions from everyday life, covering themes of family, environment, and hobbies, presented with slow pronunciation. These findings align with those expressed by the European Council (2001) for A1 level learners, who stated, "Can understand some expressions when people talk about family, school, hobbies, or the environment, as long as they speak slowly and clearly."

On the other hand, it was found that some audios intended for the A1 level were not entirely consistent with the characteristics of that level. This is due to the presence of more complex linguistic structures and vocabulary, such as the use of l'imparfait and passé composé, which are generally introduced at the A2 level. This condition

has the potential to cause confusion for learners in understanding the learning material. This statement is supported by previous findings that revealed that inconsistencies in the formulation of learning difficulty levels can create barriers to understanding for beginning learners (Mediputri et al., 2025).

3. Practice Question Format

Based on the results of research analyzing the format of A1-level French listening practice questions, we found that there are 685 practice questions from three themes at the A1 level, which align with Tagliante's (2005) theory of question format categories.

The question formats found on this site include multiple-choice questions with three, four, or five choices, with one correct answer, multiple-choice questions with multiple correct answers, completion questions, and matching questions. Among these various formats, multiple-choice questions with one correct answer are the most prevalent, with 568 questions. Next, there are 70 completion questions, 46 multiple-choice questions with multiple correct answers, and 1 matching question.

Furthermore, in the theme *Comprendre l'actualité en français*, there are 247 multiple-choice questions with one correct answer, 27 multiple-choice questions with multiple correct answers, and 46 completion questions. In the theme *Réviser les points de langue*, there are 14 multiple-choice questions with one correct answer and 15 completion questions. The theme *Communiquer au quotidien* is the theme with the largest number of questions, namely 307 multiple-choice questions with one correct answer, 19 multiple-choice questions with multiple correct answers, 9 completion questions, and 1 matching question. Meanwhile, forms of listening skills exercises in the form of classification questions, short answer questions, and essay questions are not found on the site.

The dominance of multiple-choice questions can be considered positive, as this format is relatively easy to use for beginner learners. This is supported by findings by Oktaviani (2017), who stated that the use of multiple-choice tests is con-

sidered effective and practical because it allows for objective, simple, and easy-to-implement assessments in the process of evaluating student knowledge.

On the other hand, the use of multiple-choice questions also has limitations. Among them, this question format does not stimulate student creativity and has the potential to encourage students to simply guess the answer. This aligns with research findings that suggest that answer choices in multiple-choice questions have the potential to lead students to choose an answer without mastering the material presented (Putri et al., 2022).

Although multiple-choice questions are often used for their practicality, teachers still need to pay attention to question quality. The quality of a question is determined by its ability to produce accurate information in line with the assessment objectives and to differentiate students based on their level of mastery of the learning material (Nugroho, 2017). Therefore, multiple-choice questions need to be carefully designed so that they do not simply encourage students to guess the answer but also reflect their level of mastery of the learning material. This study has the advantage of a systematic data analysis approach, utilizing a qualitative descriptive method. The analysis was conducted on all A1-level French listening learning materials on the francaisfacile.rfi.fr website, ensuring comprehensive and representative data coverage. The use of CECRL indicators also strengthens the validity of the analysis, as each finding is verified against clear international standards. Furthermore, this study employed a clear and structured instrument, referring to Bérard's theory of material analysis and Tagliante's classification of test forms.

On the other hand, this study also has limitations. First, the sample selection was limited to a single website, francaisfacile.rfi.fr, with no comparisons to other platforms. Second, this study focused solely on analyzing A1-level listening skills and did not include other language skills, such as speaking, reading, or writing, which may be available on the website. Third, the study sample consisted solely of learning documents without direct involvement of learners, so the research findings



cannot yet describe the effectiveness of the listening materials based on user learning outcomes.

CONCLUSION

The research results show that the francaisfacile.rfi.fr website provides a variety of materials and practice questions. The material is presented under three themes: Understanding the Current in French, Revising Language Points, and Communicating on Quotient. The material is supplemented with audio, transcriptions, supporting documents, and practice questions.

Based on the CECRL compliance analysis, the listening skills material on the francaisfacile.rfi.fr website was found to meet CECRL level A1 standards. This compliance is evident in the fulfillment of linguistic elements including speech acts, grammar, lexical, and socio-cultural aspects.

Furthermore, the listening practice questions available on the website are quite varied. The types of questions found include multiple-choice questions with one correct answer, multiple-choice questions with more than one correct answer, completion questions, and matching questions. Multiple-choice questions with one correct answer dominate, accounting for 568 of the 685 questions.

The advantages of the francaisfacile.rfi.fr website lie in the comprehensiveness of its learning materials, its compliance with CECRL standards, and the presentation of authentic audio with transcriptions and answer keys. However, the site's limitations lie in the variety of test formats, as it lacks essay, short answer, or classification exercises. Furthermore, it lacks communicative content and teacher roles. Overall, the francaisfacile.rfi.fr website can be considered a suitable resource or supplementary learning medium for French listening skills at A1 level.

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