



An Analysis of French Language Materials on the Lingua.com Website for Listening Skills at the CEFR B1 Level

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ABSTRACT

This study aims to describe the characteristics of B1-level French listening materials available on the Lingua.com website based on the *Référentiel des contenus d'apprentissage du FLE* and to analyse their conformity with the B1 listening descriptors of the *Common European Framework of Reference for Languages* (CEFR). This study employed a qualitative descriptive approach using content analysis. The data were collected through document analysis of the listening materials available on the Lingua.com website. The research population consisted of all listening materials provided on the website, while the sample comprised 18 B1-level listening materials selected through purposive sampling. The research instruments included a material analysis table based on the *Référentiel des contenus d'apprentissage du FLE* and a material conformity table based on the CEFR B1 descriptors. Data were analysed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. The findings indicate that the materials are predominantly characterised by the speech act *caractériser quelqu'un ou quelque chose*, the use of grammatical structures such as *la localisation temporelle*, *la localisation spatiale*, *les articulations logiques simples*, and *les temps du passé*, as well as vocabulary related to *la vie quotidienne*. The analysis further reveals that the materials generally correspond to the CEFR B1 listening competence. However, several descriptors, including extended discussions, authentic conversations between native speakers, films with simple plots, and simple technical instructions, are not fully represented in the analysed materials.

Keywords: French language materials, listening skills, CEFR B1 level

INTRODUCTION

French is an international language used in diplomacy and serves as one of the official languages of the United Nations (UN). According to data from the Organisation Internationale de la Francophonie (2026), there were approximately 396 million French speakers across five continents in 2025. In Indonesia, French is studied at various educational institutions. French language instruction encompasses four language skills that must be mastered in an integrated manner: listening (*compréhension orale*), speaking (*production orale*), reading (*compréhension écrite*), and writing (*production écrite*) (Batubara & Tanjung, 2019). Among these four skills, listening

(*compréhension orale*) is a fundamental pillar of French language proficiency, particularly for students at the independent user level—or B1—according to the Cadre Européen Commun de Référence pour les Langues (CECRL) standards. According to Ducrot (cited in Mutiarsih & Mulyadi, 2017), "listening comprehension is a skill that aims to enable learners to gradually acquire strategies—first for listening, and subsequently for comprehending statements delivered orally." Therefore, instruction in listening skills requires materials that align with the learners' proficiency level to ensure optimal achievement of learning objectives. According to Hendrayani et al. (2023),

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material suitability is a key factor determining the effectiveness of instructional media; appropriate materials are easier to comprehend and effectively support the learners' educational process. In the digital era, foreign language learning is no longer confined to the classroom, thanks to innovations and developments in learning media (Adzkiya & Suryaman, 2021). Advancements in technology have led to the emergence of digital platforms like Lingua.com as alternatives for independent learning, offering structured materials tailored to proficiency levels (Nafaul Faiza et al., 2024). Lingua.com is a CEFR-based foreign language learning platform featuring exercises in reading comprehension, grammar, dictation, vocabulary, and listening comprehension. Regarding French listening skills, the platform provides level-specific audio materials (A1–B2) accompanied by comprehension quizzes and transcripts, serving as an interactive tool for assessing audio suitability and facilitating independent listening evaluation for B1-level learners. Accordingly, this study focuses on identifying the B1-level French listening materials available on Lingua.com and analyzing their alignment with CEFR B1 descriptors. The study aims to identify the B1-level French listening materials available on Lingua.com and to analyze the extent to which these materials align with CEFR B1 standards.

The findings of this study are expected to make both theoretical and practical contributions. Theoretically, this research contributes to enriching the understanding of using digital media as a French language learning resource aligned with the CEFR B1 level. Practically, the study benefits researchers by helping them understand and practice analyzing materials provided in digital learning media. For instructors, it serves as a reference to support the development of B1-level listening skills in accordance with CEFR standards. For learners, it aids in independently practicing and improving listening comprehension skills.

According to the CEFR, B1-level learners have reached the stage of independent language users (*utilisateur indépendant*). At this level, learn-

ers are expected to grasp the main ideas of speech delivered in standard language regarding familiar topics—such as daily life, work, education, or leisure (Council of Europe, 2020). B1 listening competence encompasses the ability to understand conversations, news reports, announcements, interviews, and simple narratives delivered in standard language, enabling learners to capture both specific information and main ideas. However, CEFR descriptors do not yet detail the linguistic elements or material characteristics that support the attainment of this competence. Therefore, this study utilizes the *Référentiel Alliance Française* as an operational framework, incorporating elements such as *actes de parole* (speech acts), *contenus grammaticaux* (grammatical content), *lexique* (vocabulary), *socioculturel* (sociocultural aspects), and *types de supports* (types of media/materials) (Chauvet et al., 2008).

With technological advancements, French language learning resources are no longer limited to printed textbooks but have expanded to include applications and web-based digital platforms. Research conducted by Gryffinda, Hardini, and Sopiawati (2025) indicates that the listening materials in the Busuu application (A1 level) already incorporate vocabulary elements and simple structures that align with CEFR indicators. Research conducted by Mediputri, Sopiawati, and Rachmadhany (2025) found that the majority of listening materials on the "ListenEF" YouTube channel align with CEFR A1–A2 level standards in terms of sentence structure, grammatical complexity, and communicative context.

Research by Simanjuntak, Mulyadi, and Rachmadhany (2025) demonstrated that using the *PodcastFrancaisFacile* website with the shadowing technique is effective for improving French listening skills at the A1 level. In addition to significantly enhancing student learning outcomes, the website received positive feedback as an engaging and relevant learning medium capable of boosting learning motivation.

Furthermore, research conducted by Anindya, Mutiarsih, and Amalia (2026) indicated that the



listening materials and question formats on the "francaisfacile.rfi.fr" website align with CEFR A1 level indicators across speech act, grammatical, lexical, and sociocultural aspects. The findings suggest that the website can serve as a resource for French listening skills that meets CEFR standards, although there remain some limitations regarding the variety of assessment formats and communicative elements.

Given these research gaps, there is a need for a study that identifies the French listening materials at the B1 level available on the "Lingua.com" website and analyzes their alignment with CEFR B1 level descriptors.

METHOD

This study employs a qualitative descriptive method. According to Creswell (2019), a research method refers to the systematic procedures or steps researchers use to collect, analyze, and interpret data in order to address the research problem. Content analysis is the specific technique utilized in this study. Krippendorff (2019) defines content analysis as a research technique used to generate valid and replicable inferences from text or other forms of communication based on their context of use. This method is applied to identify the characteristics of B1-level French listening comprehension materials on the Lingua.com website and to analyze their alignment with CEFR (CECRL) descriptors.

Research data were gathered through documentation techniques, specifically by collecting B1-level listening materials from Lingua.com—including audio files, transcripts, and comprehension exercises—to serve as the data source.

The research population consists of 71 B1-level audio materials from Lingua.com. The sample comprises 18 audio materials selected via purposive sampling—a technique involving the deliberate selection of samples based on specific criteria relevant to the research objectives (Sugiyono, 2013). This sampling approach aims to obtain data that comprehensively illustrates the characteristics of B1-level listening materials on Lingua.com.

The research instruments include the researcher (acting as the human instrument) and an analysis sheet developed based on the Référentiel des contenus d'apprentissage du FLE (Chauvet et al., 2008). These instruments were used to identify material characteristics based on five indicators—actes de parole (speech acts), contenus grammaticaux (grammatical content), lexique (vocabulary), socioculturel (sociocultural aspects), and types de supports (media types)—and subsequently to analyze their alignment with CEFR (CECRL) descriptors for B1-level listening skills.

Data analysis was conducted using the model proposed by Miles, Huberman, and Saldaña (2014), which encompasses data condensation, data display, and conclusion drawing. The research process adapted the content analysis stages outlined by Krippendorff (2019)—namely unitizing, recording/coding, analyzing, and inferring—to ensure the analysis results could characterize the B1-level French listening materials on the Lingua.com website and assess their alignment with CEFR descriptors.

RESULTS

This study analyzed eighteen B1-level French listening materials available on the Lingua.com website. All materials were selected using a purposive sampling technique aligned with the research objectives: identifying the characteristics of the materials and analyzing their alignment with B1-level CEFR descriptors.

Table 1
List of Analyzed B1-level French Listening Materials from Lingua.com

No.	Judul Audio
1	<i>Je m'appelle Sarah</i>
2	<i>Les vacances d'été</i>
3	<i>Ma grande et belle famille</i>
4	<i>Mon chat Réglisse</i>
5	<i>Noël</i>
6	<i>Pique-nique entre amis</i>
7	<i>Un dimanche de pâtisserie avec Hugo</i>

8	<i>Une journée de bricolage</i>
9	<i>Attention à la pluie et au soleil</i>
10	<i>Au marché</i>
11	<i>Bar à chats</i>
12	<i>Hugo explore la gare</i>
13	<i>La Tour Eiffel</i>
14	<i>Le médecin</i>
15	<i>Promenade en hiver</i>
16	<i>Hugo découvre la bibliothèque municipale</i>
17	<i>Le matin du carnaval à l'école</i>
18	<i>Le stage de Juliette</i>

Analysis of B1-Level Listening Skill Material Characteristics

All materials listed in Table 1 were analyzed using an instrument based on the *Référentiel des contenus d'apprentissage du FLE* (Chauvet et al., 2008). The analysis covered five aspects: *actes de parole* (speech acts), *contenus grammaticaux* (grammatical content), *lexique* (vocabulary), *socioculturel* (sociocultural elements), and *types de supports* (types of media/materials). The results of the analysis are presented in Table 2.

Table 2
Linguistic Elements for French Listening Skills (Level B1)

Description of Linguistic Elements	Note
1. Actes de parole (Speech Act) a. <i>Présenter quelqu'un</i> - <i>Parle de son environnement quotidienne</i> b. <i>Caractériser quelqu'un ou quelque chose-</i> <i>Décrire une personne</i> - <i>Décrire un objet</i> - <i>Décrire un lieu</i> - <i>Décrire un phénomène / un fait (décrire un fait de société)</i> c. <i>Situer dans le temps</i> - <i>Situer des événements dans le temps</i> d. <i>Situer dans l'espace</i> - <i>Situer un objet ou une personne</i> - <i>Situer un lieu</i> e. <i>Demander à quelqu'un de faire quelque chose</i> f. <i>Exprimer un sentiment positif</i> - <i>Exprimer (partiellement) ses goûts</i> g. <i>Parler du passé</i> - <i>Raconter un événement au passé.</i> <i>Argumenter</i> - <i>Exposer</i> - <i>Analyser</i> - <i>Démonter</i>	The content is dominated by characterizing people or things, alongside introducing someone, situating events in time and space, expressing positive feelings, discussing the past, making requests, and presenting arguments. This emphasis indicates that the material focuses primarily on developing learners' abilities to describe objects, people, and places, as well as to convey information within spatial and temporal contexts.

2. Contenus Grammaticaux (Grammar) a. <i>Les temps du passé :</i> b. <i>Passé composé ou imparfait – situation ou événement dans le récit au passé</i> c. <i>L'accord du participe passé avec le sujet (auxiliaire être) / avec le COD (auxiliaire avoir)</i> d. <i>Le plus-que-parfait – action antérieure à une autre action dans le récit</i> e. <i>Le discours rapporté au présent et au passé</i> f. <i>La concordance des temps</i> g. <i>Le subjonctif – la possibilité, l'obligation</i> h. <i>Le passif</i> i. <i>La description d'une action / la mise en valeur du sujet de la phrase à la place du pronom « on » (quand on ne connaît pas l'auteur de l'action)</i> j. <i>Le gérondif – la manière, la condition, la simultanéité</i> k. <i>Les doubles pronoms</i> l. <i>Les pronoms possessifs</i> m. <i>Les pronoms démonstratifs</i> n. <i>La localisation temporelle : les prépositions et adverbes de temps</i> o. <i>La localisation spatiale : les prépositions et adverbes de lieu</i> p. <i>Les articulateurs chronologiques du discours (d'abord, ensuite, enfin / premièrement, deuxièmement...)</i> q. <i>Les articulations logiques simples : cause, conséquence, opposition (donc / puisque / comme / alors / pourtant / alors que...)</i> r. <i>La conjonction « pour que » + subjonctif</i>	Grammatical characteristics are dominated by the use of la localization temporelle, la localization spatiale, les articulations logiques simples, and les temps du passé (passé composé and imparfait), so that the material presents more information chronologically, contextually and descriptively. Apart from that, the material also contains le passif, les pronoms démonstratifs, les articulateurs chronologiques du discours, le gérondif, la conjonction pour que + subjonctif, le discours rapporté, la concordance des temps, and le subjonctif. Meanwhile, les doubles pronouns and les pronouns possessifs were not found in the material analyzed.
3. Lexique (Vocabulary) a. <i>La vie quotidienne</i> b. <i>Les personnes : la description physique, les vêtements, les sentiments</i> c. <i>Les événements : rencontres, incidents, accidents, phénomènes naturels...</i> d. <i>Le monde professionnel : l'entreprise, l'emploi</i> e. <i>L'école, le système scolaire, la formation</i> f. <i>Les médias : les programmes télévisés, les journaux, Internet, quelques sujets d'actualité (vie quotidienne et faits de société)</i>	The material is dominated by themes of daily life and includes vocabulary related to people, events, the professional world, school, the education system, training, and the media. The vocabulary used generally relates to everyday activities and situations familiar to B1-level learners.

4. Socioculturel (sociocultural)	
<i>Les discours formels : domaine journalistique / domaine professionnel</i>	The sociocultural aspect predominantly showcases the daily lives of the French people, whereas the professional context appears only in specific materials, such as <i>Le médecin</i> and <i>Bar à chats</i> .
5. Types de supports	
a. <i>Des bulletins d'informations / revues de presse radiophoniques</i> b. <i>Des documentaires radiodiffusés (sujets d'intérêt personnel)</i> c. <i>Des programmes télévisés : brèves interviews, émissions et journal télévisé</i> d. <i>Des films (intrigue simple)</i> e. <i>Des conférences ou exposés (sujets familiers)</i> f. <i>Des enregistrements de discussions entre natifs (langue standard)</i>	The form of the material is dominated by informative monologues which fit into the category of conferences or exposés (sujets familiers). A variety of authentic oral documents such as radio news, documentaries, films, or discussions between native speakers have not been found in the B1 level listening material on the Lingua.com website.

Based on Table 2, the B1-level listening comprehension materials on the Lingua.com website are dominated by the speech act of *caractériser quelqu'un ou quelque chose* (characterizing people or things), the use of grammatical structures for *la localisation temporelle* (temporal location) and *la localisation spatiale* (spatial location), and vocabulary themed around *la vie quotidienne* (daily life). From a sociocultural perspective, the materials predominantly represent the daily lives of French people, whereas the *domaine professionnel* (professional domain) context appears in only a few instances. Regarding material types, the content is dominated by *des conférences ou exposés* (lectures or presentations on familiar topics); conversely, certain other indicators—such as *les doubles pronoms* (double pronouns), *les pronoms possessifs* (possessive pronouns), and the majority of spoken document types listed in the *Référentiel des contenus d'apprentissage du FLE*—were not found in the analyzed materials.

3. Analysis of Material Alignment with CEFR Descriptors

Based on the material characteristics identified in Table 2, an analysis was conducted to determine the alignment with B1-level listening comprehension descriptors from the *Cadre Européen Commun de Référence pour les Langues* (CEFR). The results of this analysis are presented in Table 3.



Table 3
Alignment of Materials with CEFR Descriptors

No.	CECRL B1 Descriptor	Compliance
1	Je peux occasionnellement deviner le sens de mots inconnus à l'aide du contexte et comprendre le sens d'une phrase s'il s'agit d'un sujet familier.	Compliant
2	Je peux saisir les idées principales d'une longue discussion que j'écoute à condition que le discours soit clair et standard.	Not yet compliant
3	Je peux suivre une conversation claire bien que, en situation réelle, il se peut que j'aie à demander que l'on répète certains mots ou expressions.	Not yet compliant
4	Je peux comprendre ce qui est dit sur la vie quotidienne ou le travail, d'une façon générale et en détail à condition que le discours soit clair et l'accent familier.	Compliant
5	Je peux comprendre les idées principales d'un propos clair et standard sur des sujets familiers et habituels.	Compliant
6	Je peux suivre une conférence ou un exposé dans mon domaine pourvu que le sujet me soit connu et la présentation claire et bien structurée.	Partially compliant
7.	Je peux comprendre des instructions techniques simples comme celles qui expliquent le fonctionnement d'un appareil ménager.	Not yet compliant
8	Je peux comprendre le contenu des informations audio diffuses ou enregistrées sur des sujets connus formules de façon relativement claire et lente.	Compliant
9	Je peux comprendre un grand nombre de films dans lesquels l'image et l'action portent l'histoire, et où l'intrigue est simple et directe et le discours clair.	Not yet compliant
10	Je peux saisir l'essentiel des programmes diffusés qui traitent de sujets connus ou intéressants pour moi si le débit est relativement lent et distinct.	Partially compliant

Based on Table 3, four CEFR B1-level descriptors were found to align with the characteristics of the listening materials on the Lingua.com website. Two descriptors showed partial alignment, while

four others were not met. The aligned descriptors were dominated by the ability to comprehend information regarding daily life and work, as well as presentations delivered in standard language. Conversely, the descriptors that did not align related to varied forms of oral communication, such as extended discussions, authentic conversations, films, and technical instructions.

DISCUSSION

Characteristics of B1-Level Listening Materials on the Lingua.com Website

The research results indicate that the B1-level listening materials on Lingua.com are dominated by the speech act of characterizing people or things (*caractériser quelqu'un ou quelque chose*), the use of grammatical structures involving temporal and spatial localization (*la localisation temporelle, la localisation spatiale*) and simple logical connectors (*les articulations logiques simples*), as well as the lexical theme of daily life (*la vie quotidienne*). These characteristics demonstrate that the materials primarily present communication situations close to everyday life through descriptions of people, places, events, or routine activities.

These findings align with the *Référentiel des contenus d'apprentissage du FLE* (Chauvet et al., 2008), which identifies the ability to describe, explain temporal and spatial relationships, and use daily-life vocabulary as key elements of B1-level learning. At this level, learners are expected not only to understand simple information but also to follow more complex presentations regarding experiences, situations, or social phenomena delivered in standard language.

From a grammatical perspective, the prevalent use of time markers and logical connectors indicates that the materials on Lingua.com place greater emphasis on the ability to comprehend the connections between ideas rather than merely recognizing sentence structures. This aligns with the characteristics of B1 learners, who are expected to grasp cause-and-effect relationships, the chro-

nology of events, and the flow of information within a discourse (Council of Europe, 2020).

However, certain indicators from the *Référentiel*—such as double pronouns (*les doubles pronoms*) and possessive pronouns (*les pronoms possessifs*)—were absent from the analyzed materials. This indicates that not all B1 linguistic elements are evenly represented in the listening materials on the Lingua.com website. Consequently, the site serves more as a tool for practicing content comprehension than as a comprehensive resource covering every linguistic aspect of the B1 level.

These findings parallel those of Anindya et al. (2026), who found that the listening materials on the *francaisfacile.rfi.fr* website also incorporated the majority of linguistic elements recommended by the CEFR. A key difference, however, is that the materials on Lingua.com are dominated by themes of daily life and descriptive monologues, whereas the materials on *francaisfacile.rfi.fr* offer greater variety in terms of communication formats and delivery contexts.

The dominance of these characteristics indicates that the materials on the Lingua.com website are geared more toward developing the ability to comprehend descriptive and informative content within everyday contexts, rather than the ability to understand more complex forms of communication, such as discussions or authentic conversations. These characteristics serve as the basis for analyzing the materials' alignment with the CEFR B1-level listening skill descriptors.

Alignment of Materials with CEFR B1-Level Descriptors

The research findings indicate that the majority of listening materials on the Lingua.com website meet the CEFR descriptors regarding the ability to comprehend information about daily life, work, and content delivered in standard language. This alignment is evident in the use of familiar topics, clear delivery, and language structures appropriate for B1-level learners' competence.



According to the Council of Europe (2020), B1 learners are expected to understand the main ideas of a presentation or information related to everyday situations when delivered in standard language. These characteristics are reflected in most Lingua.com materials, which cover themes such as family, education, travel, health, and work, delivered at a relatively clear pace.

However, some CEFR descriptors are not fully met, particularly those concerning the ability to comprehend extended discussions, authentic conversations between native speakers, films, and simple technical instructions. These results are closely linked to the nature of the Lingua.com materials, which rely more heavily on monologues than on authentic dialogues. Consequently, learners do not receive exposure to the more complex variations of spoken communication recommended by the CEFR.

These findings differ from the study by Mediputri et al. (2025), which showed that the listening materials on the ListenEF YouTube channel feature a wider variety of communication forms, including dialogues and communicative situations that more closely resemble authentic language use. In contrast, the materials on Lingua.com focus more on the structured presentation of information, making them highly suitable for practicing content comprehension, though they are somewhat limited when it comes to training listening skills for natural conversation.

Nevertheless, the inclusion of transcripts, comprehension exercises, and the categorization of materials by proficiency level ensures that Lingua.com remains a relevant self-study resource for B1 learners. The systematic presentation of material allows learners to practice grasping key information before moving on to more authentic forms of communication.

This study offers two key advantages. First, it employs two analytical frameworks—the *Référentiel des contenus d'apprentissage du FLE* and the CEFR descriptors—thereby not only describing the material's characteristics but also evaluating its alignment with B1-level listening

competencies. Second, the study analyzes the complete set of B1-level listening materials available on Lingua.com, providing a comprehensive overview of the material characteristics at that level.

CONCLUSION

Based on the research findings, the characteristics of the B1-level listening materials on Lingua.com are dominated by the speech act of *caractériser quelqu'un ou quelque chose* (characterizing people or things). Grammatically, the materials frequently feature *la localisation temporelle* (temporal location), *la localisation spatiale* (spatial location), *les articulations logiques simples* (simple logical connectors), and *les temps du passé* (past tenses). Lexically, the vocabulary is dominated by the theme of *la vie quotidienne* (daily life), whereas sociocultural aspects appear in only a portion of the materials, primarily within the *domaine professionnel* (professional domain). Regarding the type of oral material, most content is presented as descriptive monologues, with only a few items fitting the category of *des conférences ou exposés* (lectures or presentations on familiar topics).

An analysis against CECRL B1-level descriptors reveals that the listening materials on Lingua.com generally align with B1 listening competencies, particularly regarding communication topics, language complexity, and the comprehension of information on familiar subjects. However, certain descriptors are not fully represented—specifically those relating to extended discussions, authentic conversations between native speakers, films with simple plots, and simple technical instructions.

Overall, the results indicate that the B1-level listening materials on Lingua.com reflect the majority of the characteristics and listening competencies recommended by the CECRL for the B1 level. Nevertheless, some forms of oral communication remain unaccommodated, meaning the material's alignment with CECRL descriptors is not yet fully complete.

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