

Integration of CECRL (*Cadre Europeen Commun De Reference Pour Les Langues*) in Enhancing *Production Orale Intermédiaire* Competence Through the Application of *Podcasts*

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Abstract—The purpose of this study is to examine and evaluate the application of CECRL level A2 in the substance of *Production Orale Intermédiaire* (Intermediate oral production) teaching materials. This study used quantitative approach. This study was done in French department, Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia. The sample of this study were all students of the French Language Education Study Program in Semester 2 of the 2023/2024 academic year, totaling 30 people. The research instruments used were speaking test. The data collection in this research was done by testing the French-speaking skills of 2nd-semester students. From the analysis, it can be concluded that the use of podcast significantly improved students' vocabulary acquisition and speaking skills in the *Production Orale Intermédiaire* course. Students who used podcasts experienced improvements in vocabulary acquisition, pronunciation, and the ability to use words in appropriate contexts. In addition, podcast media is easy to use and it improves speaking competence, especially in terms of pronunciation and applying the proper intonation when they speak. This also increases learning concentration, and it can be used as an introductory medium for learning French, especially in online classes. The negative responses were (1) the duration of the material explanation in the podcast was too long, (2) it was a little challenging to understand the learning material because it only relied on sound. This study recommends that schools can utilize podcast learning media as digital learning media to support teaching and learning activities to improve students' speaking skills.

Index Terms—CECRL, French, podcast, *production orale intermédiaire*

I. INTRODUCTION

Speaking is one of the essential forms of communication in everyday life because humans communicate orally more often than in writing to interact (Azzahra & Yusuf, 2023; Hanafiah et al., 2021; Hussain, 2017; Mailani et al., 2022; Prabavathi & Nagasubramani, 2018; Yusuf et al., 2023). This is also stated by Bellenger (1996) that “*l’expression orale est un aiguillon capital de plusieurs enjeux de a vie: la qualité de nos relations humaines, la mise en valuer de notre compétence professionnelle, notre propre développement personnel comme notre équilibre psychique, notre ascendant et notre aptitude à persuader*” (oral expression is a vital stimulus for many of life's issues: the quality of our human relations, the enhancement of our professional skills, our own personal development and our psychological equilibrium, our influence and our ability to persuade). In everyday life, this skill plays a vital role because this ability allows a person to convey messages, information, or desires to the interlocutor (Otegen, 2022). Good mastery of speaking skill will ensure that the interlocutor can receive and understand the message appropriately (Eviyanti, 2012).

There are four language skills, namely listening skills (*compréhension orale*), reading skills (*compréhension écrite*), writing skills (*production écrite*), and speaking skills (*production orale*) (Aswani et al., 2023; Azzahra & Yusuf, 2023; Babayeva & Ildirimzade, 2024; Septiani et al., 2019; Usó-Juan & Martínez-Flor, 2006; Yusuf et al., 2021). Speaking ability is a means to express the contents of the mind through oral speech. The pronunciation aspect in French is one of the biggest challenges for most students. Therefore, students need to do intensive pronunciation exercises if they want

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to be able to speak French well and correctly. Oral communication skills are crucial for mastering a language and contribute to the quality of human relationships. In addition, it can enhance professional competence and reflect one's identity and personality development, including psychological aspects and the ability to influence others.

Based on the problems found, there is a need for a teaching strategy that allows all students to participate in finding learning materials and overcoming these problems actively. Learning through media by using the application of *podcasts* is one of the effective strategies to solve this problem (Bustari et al., 2017; Firdausiyah & Rohaniyah, 2024; Hamzaoglu & Koçoglu, 2016; Pane et al., 2025; Sinar et al., 2024). *Podcasts* function as entertainment media. However, at this time, it also be used in the world of education. *Podcast media* can provide many conveniences for students when practicing listening and speaking (Budiasningrum & Rosita, 2022; Yoestara & Putri, 2019). Students can correct imperfect pronunciation systems through audio that is heard again. Currently, *podcasts* are not only published in audio form but also in video form.

The *podcast* comes from the words *iPod* and Broadcasting. *Podcasts* are audio or video material available on the internet and can be transferred to several devices such as computers, laptops, and *cell phones*. The term *Podcast* originated when journalist Hammersley (2004) mentioned it in his article called *Podcasting*. In simple terms, *podcasts* can be interpreted as material, both in audio and video form, available on the internet, that can be automatically transferred to a computer or *portable* media player. *Podcasts* can be innovative teaching resources and help the learning process, especially supporting distance learning (Basenko & Baskakova, 2021; Norsworthy & Herndon, 2020; Priyadharshini et al., 2022). The concept of a *podcast* is similar to an audio blog, where there is usually one channel. *Podcast* media has advantages in the use of time and also multitasking, such as listening to learning while doing other activities such as working, exercising, and other activities. However, the use in educational institutions usually contains topics around learning and sharing between educators.

Internet-based technology has opened up opportunities to broadcast through various new media, namely online media, social media, and digital radio, the essence of which is the same even though it has different platform capabilities. The natural form that can be seen and enjoyed today is the *YouTube* platform, a channel where everyone can distribute internet-based broadcasts in the form of sound and images that many people can see. In simple terms, a podcast is a technology that can be used to distribute, receive, and listen to on-demand content produced by professionals or amateur radio. In addition, podcasts are internet-based audio broadcasts and can be found on various platforms. In the past, the packaging of podcasts was audio, but recently, podcasts have also taken the form of videos. Audio podcasts can usually be accessed through *Spotify*, *Joox*, *Noice*, and other suitable platforms. Meanwhile, video podcasts can generally be accessed through *YouTube*.

An actual project or activity produced through the application of podcasts can be either audio or video. Students will perform various tasks in this exercise, including investigation, assessment, interpretation, synthesis, and information processing into a form that can reveal their understanding. Speaking ability can be improved through the application of *podcasts*, the alternative utilization of this media becomes an innovative way of learning in improving students' speaking competence in the *Production Orale Intermédiaire (Intermediate oral production)* course and becomes a tool for correcting errors in pronunciation with the integration of the right intonation system. This solution was chosen because learners can utilize *podcast* media to correct their fluency in word pronunciation, and product exploration can also answer errors in pronouncing difficult words in the learning process.

CECRL (*Cadre Europeen Commun De Reference Pour Les Langues*) is a reference in implementing and evaluating language learning in the European region. It is as a result from several years of linguistic research by European state experts. Published in 2001, the CECRL is a new approach that aims to evaluate the objectives and methods of language teaching, especially establishing a frame of reference for program design, education, and readiness for acquiring professional language certificates. It aims to increase language learners' educational and professional mobility in meeting standardized linguistic levels.

The European standard curriculum provides a common foundation for developing modern language programs, a benchmark for standardizing teaching materials, standardizing evaluation through the DELF exam, and utilizing manuals and other learning resources in Europe. It comprehensively describes what learning resources and teaching materials learners of a language must learn to use for communication purposes and lists the knowledge and skills they must acquire to have effective language behavior. The description also includes the cultural context that supports the language. Finally, the reference framework defines levels of competence that allow learners' progress to be measured at every stage of learning and every moment in life (CECRL *Book*, 2001, p. 9).

The Global Language Skills Scale divides the general level of language proficiency into three general levels and six specialized levels:

- **Level A:** primary learners (=compulsory to learn), each divided into introductory or discovery (A1) and intermediate (A2) levels.
- **Level B:** free learners (= high school), divided into beginning (B1) and advanced (B2) levels. This corresponds to “limited operational competence” (Wilkins) or “giving an appropriate answer in an everyday conversational situation” (Trim).
- **Level C:** experienced learners, divided into levels C1 (autonomous) and C2 (expert).

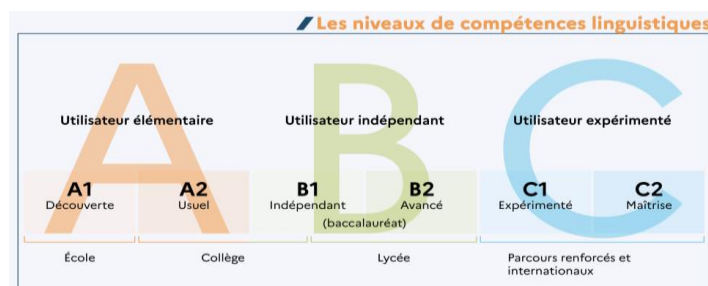


Figure 1. The Global Language Skills Scale

The French language learning reference refers to the concept of CECRL (*Cadre Européen Commun De Référence Pour Les Langues*) or the reference for implementing or evaluating language learning in the European region (Buisson-Fenet, 2014; Goullier, 2007). French is one of the languages that use CECRL as a reference for learning and evaluation, and it is applied in the learning process through levels A1, A2, B1, and B2 and C1 with C2 (Brudermann et al., 2012). There are six levels to measure a person's language skills, namely A1 (Introductory Level), A2 (Intermediate Level), B1 (Threshold Level), B2 (Advanced Level), C1 (Autonomy Level), C2 (Mastery) (Abdullah et al., 2023; Dianto et al., 2022; Gopal et al., 2023; Li et al., 2024; Natova, 2021; Yusuf et al., 2024). However, today's problems are that students cannot pronounce French correctly, especially in the sound of liaison; the grammar used is not correct, especially in the verb conjugation system, and vocabulary mastery tends to be limited. Judging from the mastery of vocabulary, there are two reasons students cannot say what they want to say, namely (1) because students do not know the language that matches the context of the sentence, and (2) because students have limited vocabulary when expressing their ideas according to the object of discussion.

Production Orale (Intermediate oral production) course is taught from semester I to semester VI with different achievement targets and difficulty levels. The main objective of this course is to prepare students to have the ability to speak by the standard of French language skills DELF (*Diplôme d'Etudes de la Langue Française/ Diploma in French Language Studies*) on the terms of reference of European languages, namely CECRL (*Cadre Européen Commun de Référence Pour les Langues/ Common European Framework of Reference for Languages*). The material reviewed in this course is by level, such as themes related to everyday life, such as introducing someone, telling daily activities, telling stories about experiences, expressing preferences, making reports, and so on.

The following is a reference for the assessment of speaking skills based on CECRL:

TABLE 1
REFERENCE FOR SPEAKING SKILLS ASSESSMENT ACCORDING TO CECRL

<i>Production Orale Générale</i> (General Oral Production)	<i>Peut produire des expressions simples isolées sur les gens et les choses</i> (Can produce simple isolated expressions about people and things)
<i>Monologue Suivi: Décrire l'Expérience</i> (Follow-up Monologue: Describe the Experience)	<i>Peut se décrire, décrire ce qu'il/elle fait, ainsi que son lieu d'habitation</i> (Can describe themselves, what they do, as well as their place of residence)
<i>Monologue Suivi: Argumenter (Par Exemple, Lors d'un Débat) - (Follow-up Monologue: Argue (For Example, During a Debate) Public Announcements</i>	<i>Pas de descripteur disponible</i> (No descriptor available)
<i>Annonces Publiques</i> (Public Announcements)	<i>Pas de descripteur disponible</i> (No descriptor available)
<i>S'adresser À un auditoire</i> (Addressing an Audience)	<i>Peut lire un texte très bref et répété, par exemple pour présenter un conférencier, proposer un toast</i> (Can read a very brief and repeated text, for example, to introduce a speaker, propose a toast)

Determining indicators in CECRL can be used as a guideline in compiling an assessment rubric to measure the ability of French language skills carried out by a linguistic test. Usually, the measurement of proficiency in French uses DELF, which uses the accuracy of indicators as a reference for language competence in mastering the four skills of speaking, writing, listening, and reading according to the demands of the DELF language level, namely A1-A2, B1-B2, and C1-C2. DELF A2 validates the language competence of basic users who are considered social actors. Candidates are able to carry out simple tasks in everyday life and can use polite expressions and the most common exchanges. To clarify the assessment, the following is an example of a rubric for assessing speaking skills (*production orale*) niveau — (oral production) level A2 on the DELF test.

improve the speaking skills of French Language Education Study Program students of UNIMED, and (2) the application of audio and visual video podcasts for the *Production Orale Intermédiaire* (Intermediate Oral Production) course, which was developed with a pronunciation correction system.

Based on the variables to be measured, there are two research respondents: students and lecturers. Students were used as respondents to get data about the learning process of *Production Orale Intermédiaire* before and after the research activities. Lecturers are used as respondents to get data about the learning process of *Production Orale Intermédiaire* before research activities.

The Data collection techniques carried out in this study through the following stages:

1. Making a student needs analysis questionnaire.
2. Analyzing the results of student questionnaire answers.
3. Adjusting the CECRL reference in the *Production Orale Intermédiaire* (Intermediate Oral Production) course.
4. Validating with the application of podcasts.
5. Implementing the CECRL references in the Production Orale Intermédiaire course with the application of podcasts in teaching.
6. Carrying out a speaking test to determine the effectiveness of the CECRL benchmark using podcasts.

The data analysis of this development research used a test to determine the feasibility of the material in the *Production Orale Intermédiaire* (Intermediate Oral Production) course according to the demands of level A2 on the CECRL assessment indicators. The development of podcast tools contained in the *Quoi de Neuf* LMS with the integration of CECRL references to improve student competence in *Production Orale Intermédiaire* (Intermediate Oral Production).

III. RESULTS

Audio and video podcast development research was conducted on the Quoi de Neuf LMS for the *Production Orale Intermédiaire* course. This development uses the stages of the ADDIE development model (*Analysis, Design, Development, Implementation, Evaluation*).

The initial stage of this development is to find problems that students in the Production Orale Intermédiaire course usually experience. At this stage, a pre-test was conducted on students to learn more about the issues. Based on the results of the pre-test conducted on students, it was found that the score obtained was relatively small. The description is as follows:

TABLE 2
PRE-TEST OF STUDENTS IN PRODUCTION ORALE INTERMÉDIAIRE

Student	Score
Student-NF01	30
Student-RM02	40
Student-KZ03	30
Student-SF04	30
Student-AR05	420
Student-MB06	30
Student-ER07	10
Student-SV08	20
Student-EL09	40
Student-KY10	30
Student-BQ11	20
Student-FF12	30
Student-RC13	30
Student-CL14	20
Student-FZ15	40
Student-AP16	0
Student-MR17	40
Student-RYN18	40
Student-RS19	20
Student-FA20	0
Student-AL21	40
Student-AD22	20
Student-ND23	50
Student-AM24	20
Student-RB25	50
Student-RL26	20
Student-SY27	30

Based on the results of the analysis, it is known that students have not been able to pronounce French correctly, the grammar used is incorrect, and the mastery of vocabulary is minimal. This is known from the mastery of language; there are two reasons students cannot say what they want to say, namely: 1). Because students' vocabulary mastery is

still relatively limited, and 2). Because students have not been able to place the use of vocabulary in the context to be discussed, especially in the utilization of unique expressions.

The design stage is essential before proceeding to the product development stage. The data that has been successfully collected is then used as a reference when designing the product. The product design stage consists of two processes, which include preparing teaching materials or learning points, followed by preparing product concepts.

Realization in designing and determining the feasibility of material to be discussed on Podcast material is as follows: (1) Product creation, at this stage, the script or narrative that has been made before is carried out. (2) Making podcasts is done by collecting learning materials from CECRL level A2. Then, students study the learning materials made before submitting production oral assignments with the application of *podcasts* on the *Quoi de Neuf* LMS.

At this stage, a field trial of the Production Orale Intermédiaire course using *podcasts* was conducted. The results of the trials show that students' vocabulary is quite a lot more than before, and many of the students have begun to understand vocabulary placement in productive use. This shows that the application of *podcasts* in the *Production Orale Intermédiaire* (Intermediate oral production race) course can be categorized as effective and practical.

After conducting trials on students, several improvements were made, such as adding automatic correction so that students could find out directly what mistakes were made during oral production. In the problem identification stage, a needs assessment was conducted with students as respondents to identify and map students' problems in the learning process of *Production Orale Intermédiaire*. The following conclusions were obtained.

1. The obstacles found are the weakness in determining vocabulary that is appropriate to the context and adjusting the diction chosen according to the object of discussion.
2. The accuracy of arranging words in the French sentence structure has not been well mastered, especially in sentences that apply *la subordination composée* (compound subordination) (nested sentences).
3. Poor mastery of grammar, especially in justifying determiners as noun limiters, verb conjugation about concordances de temps, and adjusting adjectives according to masculine or feminine genre and nombre.
4. Difficulty in applying the use of word origins in sentence formation when writing sentences.
5. Limitations in correct pronunciation and intonation.
6. Ability to listen to the substance of oral information in a sonorous text.
7. Low Delf pass rate for *niveau*A2.
8. Media development to train listening and speaking competencies.

Based on the results of the analysis conducted, it is known that students have not been able to pronounce French sounds correctly, the application of *montant* or *descendant intonation* in the resulting utterances, mastery of grammar that is not good, especially in the demands of *la nature des phrases* (the nature of sentences), and mastery of vocabulary that is still very limited. Vocabulary mastery shows the weakness of students in determining the correct *vocabulary according* to the object of conversation. The difficulty identified in students is the tendency to transfer Indonesian to French in composing sentences, so students cannot say what they want.

The use of podcast media in teaching A1-level French listening skills has several significant benefits:

1. **Exposure to Authentic Language:** Podcasts often use natural language spoken by native speakers. Although the material is simplified for the A1 level, students are still exposed to the way native French speakers talk, helping them get accustomed to the pronunciation, intonation, and rhythm of the language.
2. **Flexibility:** Podcasts can be listened to anytime and anywhere. This allows students to access learning materials outside the classroom, increasing the frequency of listening to the target language.
3. **Improving Listening Comprehension:** By frequently listening to podcasts, students can enhance their understanding of common words and phrases in French. This helps them recognize basic speech patterns that often appear in everyday conversations.
4. **Improving Concentration and Focus:** Because podcasts only involve audio, students need to focus more on their listening skills, which trains their ability to filter important information from what they hear.
5. **Self-Directed Learning:** Podcasts allow students to learn independently, at their own pace. They can repeat difficult sections or listen to episodes multiple times until they feel more comfortable with the material.
6. **Diverse Topics and Contexts:** Podcasts often offer a variety of themes, from everyday topics to French culture, which can help students build their vocabulary in different contexts.

The use of podcast media in teaching A1-level French usually focuses on listening skills, but podcasts can also be effective for reading skills when combined with transcript texts. Here are some of the benefits:

1. **Improving Contextual Understanding:** By providing transcripts of the podcasts, students can read the text while listening. This helps them understand new words in context while associating sounds with writing.
2. **Vocabulary Introduction:** Reading podcast transcripts allows students to see how new vocabulary is used in sentences. This will familiarize them with sentence structures and expressions commonly used in everyday French.
3. **Guided Pronunciation Practice:** When students read while listening, they can pay attention to the pronunciation of words that may be new to them. This reinforces the connection between pronunciation and spelling in French, which often differs from their native language.

4. **Learning Flexibility:** Students can read the transcript at their own pace, giving them time to analyze the structure of the language and the meaning of words. They can also repeat difficult sections, both in listening and reading.
5. **Improvement in Reading Speed:** Combining listening with reading helps students develop faster reading skills as they learn to process text more efficiently with audio support.
6. **The Connection Between Sound and Writing:** Podcasts accompanied by transcripts help students recognize the differences between spoken and written language, an important language learning skill. Students learn how sentences are naturally talked and how they are formally written.

While podcasts are primarily used for listening skills, they can also be creatively utilized to develop writing skills at the A1 level, especially when combined with related activities. Here are the benefits of podcasts in teaching writing skills:

1. **Building Vocabulary and Expressions:** Students can learn new vocabulary and phrases to apply in writing tasks by listening to podcasts and viewing the transcripts. They will become familiar with everyday expressions and sentence structures that can be used in simple writing.
2. **Response-Based Writing Exercise:** After listening to the podcast, students can be assigned to write a summary of its content. This activity helps them organize their ideas in writing while practicing the newly learned vocabulary and grammar.
3. **Improved Understanding of Sentence Structure:** By listening to podcasts, especially those using simple language, students can learn how to form basic sentences in French. Through writing exercises after listening, they can practice these sentence structures.
4. **Writing Exercises Based on Model Texts:** Podcast transcripts can be used as writing samples for students to mimic the style, grammar, and vocabulary they hear. Students can rewrite parts of the transcript using their language or create variations of the situations presented.
5. **Stimulation of Creativity:** Podcasts can inspire creative writing assignments. After listening to a particular episode, students can be asked to write a new scenario, dialog, or story continuation based on the theme they listened to.
6. **Short Message Writing Skill Development:** Based on the podcast's content, A1-level students can be trained to write short messages such as emails, notes, or dialogs. This activity hones practical writing skills that suit their daily needs in French.

Podcasts can also be a valuable tool in developing speaking skills in A1-level students. Here are some of the benefits of using podcasts for speaking skills:

1. **Pronunciation and Intonation Model:** Podcasts that use natural language from native speakers provide live examples of how words and phrases are pronounced. Students can mimic the pronunciation, rhythm, and intonation they hear, thus helping them develop better pronunciation.
2. **Shadowing Practice:** Students can listen to a podcast and try to imitate the sentence or phrase immediately after hearing it (shadowing). This helps them practice speaking more fluently while strengthening the link between hearing and sound production.
3. **Dialogue and Conversation Practice:** After listening to a podcast containing a dialog or conversation, students can practice speaking by reproducing the conversation. They can simulate the dialog in small groups or pairs, thus improving interactive speaking skills.
4. **Confidence Development:** Students can become more confident in speaking in French by listening to various communicative situations in podcasts. They can learn common phrases that can be applied in everyday conversations, boosting their confidence when communicating.
5. **Discussion and Presentation:** Podcasts can be used as discussion material in class. After listening, students can be asked to talk about the topic they listened to, express a simple opinion, or retell what they heard. This develops more spontaneous and interactive speaking skills.
6. **Active Vocabulary Use:** Listening to podcasts allows students to expand their vocabulary. They can then practice using the newly learned words and phrases in speaking exercises in simple monologue or dialog tasks.
7. **Controlled Repetition Practice:** Teachers can play parts of the podcast that contain short phrases or sentences and ask students to repeat them. This helps to strengthen articulation and practice speaking fluency.

IV. CONCLUSION

Based on the results of research and media development conducted by researchers, it can be concluded: (1) *podcast* media is easy to use, (2) it improves speaking competence, especially in terms of phonetics competence (pronunciation) in pronouncing sounds and applying the proper intonation when they speak, (3) it increases learning concentration, and (4) *podcast* media can be used as an introductory medium for learning French, especially in online classes. The negative responses were (1) the duration of the material explanation in the *podcast* was too long, (2) it was a little challenging to

understand the learning material because it only relied on sound. Schools can utilize *podcast learning* media as digital learning media to support teaching and learning activities to improve students' speaking skills.

The results showed that podcast use significantly improved students' vocabulary acquisition and speaking skills in the *Production Orale Intermédiaire* course (Intermediate oral production race). Students who used podcasts experienced improvements in vocabulary acquisition, pronunciation, and the ability to use words in appropriate contexts. This aligns with the learning objectives at the A2 level of CECRL, which emphasize basic communication skills using common expressions relevant to everyday life (Eviyanti, 2012).

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