



Pronunciation Learning in French Coursebooks Level A1

Anna Maura Aulia Rambe¹, Myrna Laksman-Huntley^{2*}

¹French Studies, Faculty of Humanities, Universitas Indonesia

²Universitas Indonesia, Indonesia

*Correspondence: E-mail: laksman@ui.ac.id

ABSTRACT

For someone learning a new language, mastery of pronunciation is essential to ensure effective communication and avoid misunderstandings. To aid the systematic measurement and development of foreign language skills, a standard to categorize a person's language skills is necessary, as CEFR does in Europe. This categorization opens up commercial opportunities for publishing houses to publish method book collections. Learners of A1 are expected to be able to distinguish the sounds of French. This study aims to see the suitability of pronunciation teaching in coursebooks with the CEFR using qualitative method with literature study as data collection technique. To see the suitability between the teaching and CEFR, Desmons et al's (2005) theory of French language teaching was used. This study found that Édito can best help learners distinguish sounds in French which is the learning target of A1.1 pronunciation. However, the best coursebook does not necessarily produce learners with the best pronunciation. Learning motivation also does not always lead to better results. The teacher, the duration of teaching hours, the focus of learning, and practice outside the classroom affect the learners' success in distinguishing and realizing sounds.

ARTICLE INFO

Article History:

Submitted/Received 5 Agt 2025

First Revised 9 Oct 2025

Accepted 23 Oct 2025

Publication Date 31 Oct 2025

Keyword:

Coursebook, French, Level A1,
Pronunciation, Teaching hour

1. INTRODUCTION

In Indonesia, foreign languages other than English are taught in some formal schools, such as French, which is studied in certain high schools. With the advancement of technology, language learning is no longer limited to traditional classroom settings but can also be done online. Noprival (2024) assesses informal learning, such as synchronous or asynchronous private tutoring using foreign language learning applications, as more effective and providing learners with greater exposure to the foreign language being studied. Foreign language proficiency is important for individuals as it can enhance employability and provide access to the global job market. For example, someone proficient in French can open up career opportunities in the international workplace because French is an official language of organizations such as the United Nations, the European Union, and the African Union (Yarmanov, 2024).

Language learning involves understanding the sound systems that characterize each language. The sounds in each language can distinguish the meaning between words, so a foreign language learner needs to pay attention to the differences between their native language and the language being learned. For example, an Indonesian whose native language is Indonesian and who is learning French will have difficulty producing French sounds due to differences in sound systems. Some French phonemes are not found in Indonesian: /y/, /ø/, /ɛ/, /œ/, /ɑ/, /ɔ/, /ʉ/, /ʒ/, /ʁ/, and the four nasal vowels, which can potentially cause mispronunciations that change the meaning. For example, the subjects of Meidi & Laksman-Huntley's (2020) research, who were native Indonesian speakers, tended to pronounce the word *rue* /ʁy/ as [ʁu] or [ru]. This research, which focused on vowel interference, found that /y/ tends to be pronounced as [u] because it is written with the grapheme 'u' and is not known in the native language, so the subjects are not sensitive to distinguishing it.

There are several Indonesian phonemes whose pronunciation is often replaced, such as /v/ becoming [f], /z/ becoming [j], /ʃ/ becoming [s], and /x/ becoming [h] or [k]. In French, /f/ and /v/ in the phrases *Je fais* /ʒəfɛ/ (I do) and *Je vais* /ʒəvɛ/ (I go or I will) indicate a difference in the verbs that follow the pronoun *Je* (I). Meanwhile, in Indonesian, there are no minimal pairs to prove that the two can change each other's meaning. According to Jones (2008), Indonesian traditionally did not have /f/ and /v/, which were introduced through borrowings from Arabic, Dutch, and English. In everyday use, there is no pressure to distinguish the two pronunciations, so this difference tends to be ignored because it is not considered an error.

Furthermore, /x/ is often pronounced as [h] or [k]. Putra et al. (2023), who researched Arabic language acquisition in Indonesian native speakers, found that subjects pronounced the word /ixtilāf/ as [ihtilāp] because it was easier to pronounce /h/ than /x/. Additionally, in that word, /f/ is replaced with [p] due to their proximity in position (Chaer, 2014). Additionally, the phoneme /s/ in the word *saraf* [saraf] is often pronounced as [ʃaraf]. According to the KBBI, *syaraf* is only an informal form of *saraf*. However, in the word *syarat* [ʃarat], which means condition, it is often pronounced as [sarat], which means full and heavy. This error is common but can be accepted and understood depending on the context (Permana & Laksman-Huntley, 2020). Another example of sounds that can distinguish meaning is found in the research by Dilrabo & Salomova (2024), regarding sound interchange in English, such as /f/ and /v/ as well as /s/ and /z/, which distinguish the singular and plural forms of nouns like leaf-leaves and house-houses. The research emphasizes the importance of pronunciation when learning a foreign language.

A person's ability to master more than one language will lead to language contact (Weinreich, 2010). The result of language contact is called interference, which occurs when a bilingual person uses language features, such as the phonemic system, morphology, syntax, and vocabulary of one language in another language that they also master. For example, a native Indonesian speaker may substitute French phonemes with the closest and available ones

in Indonesian. Mispronunciation can lead to misunderstandings, especially if the error is phonemic (changing the meaning). Errors that do not change the meaning or identity of the phoneme are called phonetic. Gurusinga et al. (2023) found that a lack of attention to language use is one of the factors causing language errors. For someone learning a new language, mastering pronunciation is crucial to ensure effective communication and avoid similar misunderstandings.

Effective communication is not only meaningful in the context of speaking, but also requires listening, writing and reading skills. All four are language skills that are directly related to the ability to communicate effectively in various situations. To help systematically measure and develop foreign language skills, standards that can clearly map language skills are needed. In Europe, for example, language proficiency levels are divided into six, namely A1, A2, B1, B2, C1, and C2 which are regulated in CEFR (Common European Framework of Reference for Languages). The learning objectives at each level are different and tiered. This mapping inspires book publishing houses to expand their target market. Publishers play an important role in FLE (*Français langue étrangère* or French as a foreign language) to determine what to publish in methodological collections. The publisher's final decision affects the form of the resulting methodology, so there may be a debate between authors, who prioritize their pedagogical choices, and publishers, who prioritize commercial needs (Cuq & Gruca, 2017). Some popular French publishers are Hachette, Didier, CLE Internationale, Bélin Éducation, Les Presses Universitaires de Grenoble (PUG), and Maison des langues.

Hachette Livre S.A., better known as Hachette, was founded in 1826 (Hachette Livre, 2025). Hachette consists of three core businesses, namely publishing, partwork production, and distribution. Some of the coursebooks published by Hachette are *Alter Ego* (2006), *Alter Ego+* (2012), and *Mon Alter Ego* (2023) for adults; *Adosphère* (2011) for teenagers; and *Sésame* (2021) for children (Hachette FLE, 2025). Today, there are many publishing companies within Hachette, one of which is Didier, which was under the Alexandre Hatier group, and merged with Hachette Livre in 1996. Some of Didier's FLE collections for children are *Ludo et ses amis* (5-8 years) and *Tip Top* (8-12 years) for A1-A2 levels. *Génération* (2016) for 11-15 year olds at A1-B1 level with 60-80 hours of teaching time per level. Then, one of Didier's coursebooks for adults is *Édito* with A1-C1 level and 80-120 hours per level (Didier FLE, 2025).

Based on the various choices of coursebooks available for FLE teaching, it is interesting to examine the selection of coursebooks that can help learners and their learning process. With very limited language skills, Van Parys et al. (2024) consider that one way to facilitate learners is through exposure to High Frequency Words (HFW) in the target language. HFW tends to be mastered early and supports the success of foreign language learning because learning important words increases motivation and confidence (Siagian, 2020). This is also supported by Horwitz's (2020) statement that learner anxiety, lack of vocabulary, and cultural barriers can interfere with learners' fluency in speaking the target language. At a low level of language, one only needs to know how to form sentences in accordance with grammar, but at an advanced level it requires a deep understanding of linguistic fields, including phonetics and phonology to understand the principles of how sounds are used in spoken language (Roach, 2024).

Several studies on French pronunciation have been conducted before, such as Meidi & Laksman-Huntley's (2020) research on Indonesian interference to French by A1 learners in two institutions using *Tendances* and *Génération* coursebooks. The most common type of interference is the substitution of French phonemes with Indonesian, one of which is influenced by the habit of reading according to writing. Research was also found on the challenges of teaching French pronunciation in Taiwan (Landron, 2021). The majority of teachers experience difficulties in teaching French pronunciation. However, this difficulty is reduced when teachers receive training in teaching phonetics and/or FLE. In addition, French learners in China often rely on dictionaries as a source of French knowledge, such as usage and pronunciation rules,

examples, and grammar explanations (Yun, 2020). However, according to Demirkan (2023), who used *Le Nouveau Taxi 2 Méthode de Français* coursebook as a corpus, appropriate translation can benefit learners, especially for understanding the context in the coursebook. Some studies show results that can help overcome such challenges, Satiakemala's (2023) study, for example, shows that oral comprehension competence is improved thanks to learning scenarios using interview techniques in storytelling. Furthermore, the results of Pillot-Loiseau's (2020) questionnaire related to learners' pronunciation exercises showed that regular dialog with learners about themes in class provided learners with opportunities to develop their own concepts and representations.

The results of Vällki's (2020) study, which used the *Vas-y !* coursebook as a corpus, showed that coursebooks are not really necessary in language teaching to children aged 6-7 years. Children learn language by listening and repeating through playing and singing, not just by doing exercises in books. The approach of learning French through singing was conducted by teachers in Italy to 6-year-old children, whose results were divided into two groups in sounding /y/ incorrectly, namely [i] by one group and [u] by the other group (Pillot-Loiseau & Grando, 2020). Different ages of learners require different approaches, hence, adaptive teachers are needed to customize learning approaches that suit the learners, taking into account the age, emotional intelligence, cultural background, and confidence level of each learner (Brown & Lee, 2025).

Based on previous studies, there is no research topic on teaching and learning French pronunciation by Indonesian native-speaking learners based on the application of coursebooks. This study aims to see the suitability of teaching pronunciation in three French coursebooks with the CEFR, reflected in the classroom activities and the ability of A1.1 learners to distinguish the French sounds. The coursebooks to be studied include *Génération A1* (Cocton, 2016), *Édito A1* (Spérandio et al., 2022) and *Mon Alter Ego A1* (Himber et al., 2023). The three coursebooks were used by three different institutions in Jakarta that provide French language lessons.

2. METHODS

The method used in this research is qualitative according to Creswell & Poth (2016) with the data collection technique of literature study. The data sources studied were the coursebooks *Génération A1*, *Édito A1*, and *Mon Alter Ego A1*; the lesson plan of three institutions that provide French language teaching; and the voice recordings of 9 research subjects in pronouncing 8 French words and phrases that have been learned at the A1.1 level. The research focused on level A1.1, rather than A1, because the three institutions studied had not yet completed level A1.2. The three institutions chosen have different characteristics from each other. The first institution (henceforth Institution A) is a foreign language and translation course center in Depok and Salemba; the second institution (henceforth University B) is one of the research universities and academic institutions in the form of a state-owned university in Depok; and the last institution (henceforth University C) is a state-owned university in Jakarta that focuses on education and forms its graduates as teachers. The hypothesis of this study is that a learner's ability to distinguish sounds is directly proportional to the length of teaching hours and the number of phonetic exercises performed.

This research is limited to comparing the coursebooks and lesson plan, pronunciation testing, and interviews with research subjects and teachers. The first stage of the study was the reading of the three coursebooks to compare the contents and the way the materials at A1.1 level are presented, especially regarding the teaching of French pronunciation. The lesson plan of the three institutions were also compared to see the teaching and application of the coursebooks used. Desmons et al's (2005) theory of French language teaching was used to see whether the teaching conformed to the CEFR. From the 3 institutions, 3 subjects each were

selected without knowing any background except that the subjects had never studied French before becoming course participants and/or French studies students. This was necessary to ensure that the subjects' knowledge was only obtained from the institution where the subjects studied French. The research continued by giving the subjects eight simple sentences in French in which the words to be tested had been inserted. The selection of words to be used as a corpus was done by finding 8 words that are 4 minimum pairs available in the three coursebooks for the A1.1 level with unknown language sounds in Indonesian, namely /y/ and /œ/, and/or sounds that are confused in Indonesian, namely /f/, /v/, /s/, /z/, /ʒ/, and /ʃ/. For example, *poison* /pwazɔ̃/ which means poison will change meaning when the phoneme /z/ is replaced with /s/ to /pwasɔ̃/ which is the sign of *poisson*, French for fish. The following is a simple sentence made assuming all the words and sentences have been learned in class.

Table 1. Eight simple sentences with target sounds

No.	Target Sentence	Target Word/Phrase	Target Sound
1.	<i>Ils aiment faire du sport.</i>	<i>Faire</i> /fɛʁ/	/f/
2.	<i>Mon sac est vert.</i>	<i>Vert</i> /vɛʁ/	/v/
3.	<i>J'ai une amie italienne.</i>	<i>J'ai</i> /ʒɛ/	/ʒ/
4.	<i>Nous sommes chez Monique.</i>	<i>Chez</i> /ʃɛ/	/ʃ/
5.	<i>Ça coûte deux cents euros.</i>	<i>Deux cents</i> /døsã/	/s/
6.	<i>Il a deux ans.</i>	<i>Deux ans</i> /døzã/	/z/
7.	<i>Le livre est sur la table.</i>	<i>Sur</i> /syʁ/	/y/
8.	<i>Où est ta soeur ?</i>	<i>Soeur</i> /sœʁ/	/œ/

Minimal pairs were used to test subjects' knowledge in distinguishing phonemes that could change meaning if mispronounced. The eight sentences were pronounced three times to ensure consistency in the subjects' pronunciation, whether correct or incorrect. The pronunciation that was most commonly used in the same way was taken. Data collection continued with interviews with subjects regarding class activities in the learning process they had experienced. After data collection, the researcher ensures that all subjects recognize and have learned the eight sentences, especially the target words and phrases.

3. RESULTS AND DISCUSSION

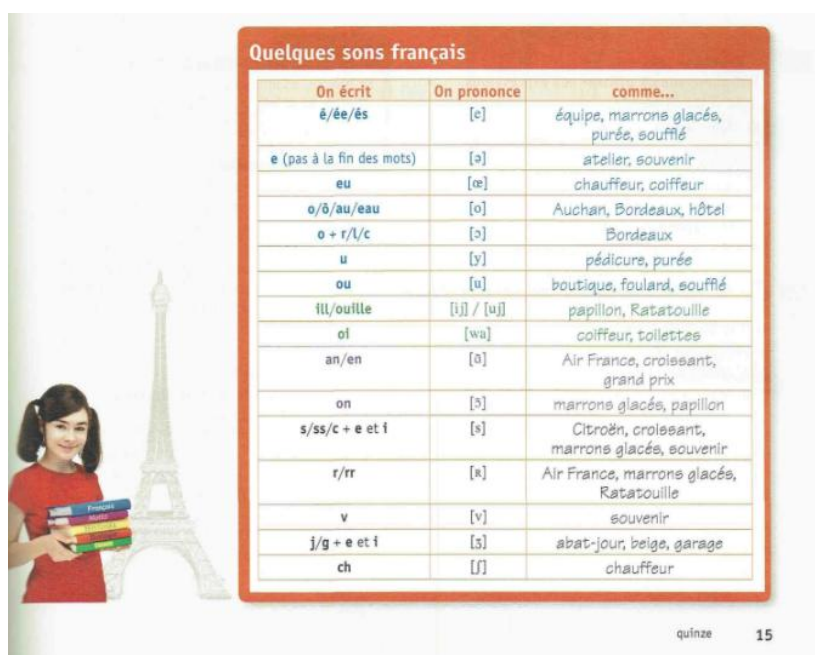
3.1 PRONUNCIATION POSITIONS IN FRENCH COURSEBOOKS FOR LEVEL A1

As the most basic level of language use, the main criteria for A1 level language learners is to be able to interact in a simple manner. This simple interaction is manifested by asking and answering questions about oneself, numbers and age, place of residence, people around, and

objects owned, along with the shapes and colors. The role of the teacher is necessary to correct mispronunciations, which can be provided along with minimal pairs to distinguish a phoneme that can change the meaning. Depending on the coursebook used, the method of teaching pronunciation may vary.

3.1.1 DAILY COMMUNICATION IN *GÉNÉRATION A1*

The *Génération A1* coursebook consists of six chapters aimed at adolescent learners aged 14-18 years. *Génération A1* emphasizes a communicative approach with the materials being presented using text, images, audio, and video available on CD and DVD as complements. Learner outcomes are focused on oral interaction and daily communication skills with plenty of task-based exercises, but also include comprehension and written production in line with CEFR. The total number of chapters and teaching hours of the textbook is 6 chapters for 80-120 hours, which means that for level A1.1, there are 3 chapters and learning can be completed in between 40-60 hours. Before entering chapter 1, some sounds are introduced on page 15. This chapter is called *Bienvenue !*, which means “Welcome!”, and aims to welcome French learners with information and questions and answers about the country of France and francophones. Then, it continues with the introduction of objects in the classroom, expressions used between teachers and learners, colors, the alphabet, and sounds which can be seen in the following image.



The image shows a page from the 'Génération A1' coursebook. On the left, there is a photograph of a young girl with dark hair in pigtails, wearing a red shirt, holding a stack of colorful books. To her right is a large, faint illustration of the Eiffel Tower. The main feature is a table titled 'Quelques sons français' (Some French sounds) with three columns: 'On écrit' (We write), 'On prononce' (We pronounce), and 'comme...' (like...). The table lists various French phonemes and provides examples of words where they are used.

On écrit	On prononce	comme...
ê/ée/és	[ɛ]	équipe, marrons glacés, purée, soufflé
e (pas à la fin des mots)	[ə]	atelier, souvenir
eu	[œ]	chauffeur, coiffeur
o/ô/au/eau	[o]	Auchan, Bordeaux, hôtel
o + r/l/c	[ɔ]	Bordeaux
u	[y]	pédicure, purée
ou	[u]	boutique, foulard, soufflé
ill/ouille	[ij] / [uj]	papillon, Ratatouille
oi	[wa]	coiffeur, toilettes
an/en	[ɑ]	Air France, croissant, grand prix
on	[ɔ̃]	marrons glacés, papillon
s/ss/c + e et i	[s]	Citroën, croissant, marrons glacés, souvenir
r/rr	[ʁ]	Air France, marrons glacés, Ratatouille
v	[v]	souvenir
j/g + e et i	[ʒ]	abat-jour, beige, garage
ch	[ʃ]	chauffeur

quinze 15

Image 1. The sounds introduced in *Génération A1*

The leftmost column, *On écrit*, meaning ‘We write’ contains graphemes. How to pronounce these graphemes is explained in the next column, *On prononce* (We pronounce). The rightmost column, *comme...* (like...), gives examples of words with graphemes pronounced as in the previous column. In the following chapters, many pronunciation exercises are given through vocabulary that is played from the CD and then practiced by *écoutez et répétez* (listen and repeat). Other phonetic exercises are found on pages 37 and 53. On page 37, *liaison* is explained, which is when a word ends with a consonant letter that is not sounded, but is pronounced if the word that follows it begins with a vowel letter (Cocton, 2016). For example, in the phrase *nous arrivons* [nuzarivɔ̃]. If the word *nous* (we) stands alone, the pronunciation

would be [nu]. However, because it is followed by a word that begins with a vowel, in this case *arrivons*, the letter 's' in the word *nous*, which was originally unvoiced, is voiced to join the word that follows it.

Furthermore, on page 53, there is a section entitled *Les sons* [ə] / [e] / [ɛ]. The graphemes of all three sounds are the same, 'e'. The section *Les sons*, which means 'sounds', gives examples of words containing these sounds. Some other sounds are also taught, but for the A1.2 level, namely [u] and [y] (chapter 4), [ã] and [ɑ̃] (chapter 5), and [ɔ̃] and [ɔ̃n] (chapter 6). The exploration of sounds in *Génération A1* is mostly done at the level A1.2 so that the learners' ability to distinguish sounds is also more developed at the level A1.2, not at the level A1.1.

3.1.2 LEARNING BALANCE IN *ÉDITO A1*

The *Édito A1* coursebook consists of ten chapters with progressively organized material and focuses on oral and written skills. Each chapter includes sections on grammar, vocabulary, phonetics, and culture, as well as exercises and group tasks. The book is designed for teenage and adult learners by adopting *l'approche actionnelle*, which is an approach with the idea that learners are social actors who use language to perform actions in real contexts, not just learners who master language structures (Cuq & Gruca, 2017). The oral exercises in *Édito A1* take the form of dialogs, presentations, discussions, and interactions in various academic and social situations.

This coursebook is used at University B, which studies it up to chapter 8 although the level A1.1 only goes up to chapter 5. Many pronunciation exercises are given by *écoutez et répétez* and there is a *Phonie-graphie* section at the end of each chapter to discuss sounds that previously appeared in the material. Some chapters also explain how to articulate a sound. In *Édito*, the first exposure to French is given through audio, the content of which is then needed to answer questions. For *liaison*, in *Édito* it is introduced on page 14 through audio that expresses prices, such as *un euro* [ãnøʁo] (one euro) and *deux euros* [døʒøʁo] (two euros). Learners are then asked to choose between [n] or [z] which sounds as *liaison* in the heard phrases.

Entraînement

Phonie-graphie: Les liaisons avec les déterminants

Observation

1 Écoutez et observez les groupes de mots. Dites quand vous entendez la liaison.  41

a. les étudiants b. les professeurs c. des coiffeurs d. des acteurs e. mes cousins f. mes amis

Discrimination

2 Écoutez et dites quand vous entendez [n] ou [z].  42

a. un étudiant b. des infirmiers c. les acteurs d. mon ami e. leurs enfants
f. mes oncles g. ton adresse h. vos enfants i. ses amies j. nos activités

Articulation

3 Écoutez les phrases suivantes. Découpez les syllabes et répétez les phrases.  43

Exemple : Les / (z) é / tu / di / ants / par / lent / a / vec / leurs / (z) a / mis. → 2 groupes rythmiques
1 2 3 4 5 6 7 8 9 10 → 10 syllabes

a. Mon ami et ses enfants aiment faire du ski.
b. Mon oncle adore faire des activités sportives.
c. Dans ma famille, il y a deux hommes, un acteur et un infirmier.

Entraînez-vous!



Image 2. Example of pronunciation practice in *Édito A1*

A total of 11 phonetic exercises were found, with a total of 18 sounds learned by University B students, 10 sounds at level A1.1 and 8 sounds at level A1.2. Overall, *Édito A1* meets the required A1 skills according to CEFR with a balance between oral and written

comprehension, oral and written production, and interaction. Compared to *Génération A1*, the *Édito A1* coursebook teaches more sounds even for the level A1.1.

3.1.3 INDEPENDENT LEARNING THROUGH *MON ALTER EGO A1*

Mon Alter Ego (2023) is an updated and simplified version of *Alter Ego* (2006) and *Alter Ego+* (2012), aiming for more flexibility and independence (Hachette FLE, 2025). The main focus of the competencies being developed are interaction skills, comprehension, and simple oral production for everyday situations. Because it prioritizes speaking and interaction skills, *Mon Alter Ego* explores written production less than *Génération* and *Édito*. It progresses more slowly than its two predecessors, and has a practical organization with each chapter consisting of three subchapters. The phonetic exercises and simple dialogs are lighter, less dense on the page, with more blank space, pictures, and visual explanations. Its two predecessors demanded greater concentration and linguistic knowledge, as sometimes one page could cover several grammar and vocabulary points at once.

Each chapter is designed with two main objectives that complement each other. First, the *objectifs pragmatiques*, practical or communicative objectives, part of the actionnelle approach. In this case, the focus is not only what is learned, but also what can be done with the language. For example, the communicative goal in chapter 1 is to be able to introduce oneself or others (*Se présenter / présenter quelqu'un*) as well as ask and give personal info (*Demander et donner des informations personnelles*), so that after studying chapter 1, learners can introduce themselves in informal situations and ask about someone's personal information. Next, *objectifs linguistiques*, discusses language structures that need to be mastered to achieve communicative goals, one of which includes *phonétiques*, namely pronunciation and intonation aspects.

DOSSIER 1 Former un groupe				
Besoins Tâches-cible	Objectifs pragmatiques	Objectifs linguistiques		
		morphosyntaxiques	lexicaux	phonétiques
LEÇON 1 Faire connaissance Faire le trombinoscope de la classe	Se présenter – Saluer (1) – Dire le prénom – Faire épeler / Épeler – Poser une question simple	– Le verbe <i>s'appeler</i> au présent (<i>je, tu, vous</i>) – La question simple (<i>Et toi ?</i> <i>Et vous ?</i>) – <i>Il y a...</i> – Les articles indéfinis	– <i>Bonjour, bonsoir</i> – L'alphabet – Les nombres de 0 à 20 – Les personnes de la classe	– L'alphabet Phonie-graphie : les signes orthographiques et les accents
Faire le profil linguistique de la classe	Dire la nationalité et les langues parlées – Demander / Dire quelles langues on parle – Demander / Dire la nationalité	– Le verbe <i>parler</i> au présent (<i>je, tu, nous, vous</i>) – Le verbe <i>être</i> au présent (<i>je, tu, nous, vous</i>) – Le masculin et le féminin des adjectifs de nationalité	– Les langues – Les nationalités	– Le rythme et l'accentuation (1)
LEÇON 2 Créer des liens Créer le calendrier des anniversaires de la classe	Demander, donner des informations personnelles (1) L'âge La date d'anniversaire	– Le verbe <i>avoir</i> au présent (<i>je, tu, nous, vous</i>) – <i>C'est le + date</i> – Les adjectifs possessifs (1) – L'adjectif interrogatif <i>quel(le)</i> (1)	– Les nombres de 20 à 69 – Les mois	– Les liaisons et les enchaînements avec les nombres – Le son [d] Phonie-graphie : quelques graphies du son [d]
Partager des fiches-profil sur un espace collaboratif	Demander, donner des coordonnées Le nom de famille Le numéro de téléphone L'adresse mail – Saluer (2) / Prendre contact	– <i>Vous</i> (valeur plurielle)	– Les nombres de 70 à 100 – Quelques termes relatifs à l'identité – Quelques formules de salutation informelle – Les signes et la ponctuation	*

Image 3. Examples of *objectifs pragmatiques* and *linguistiques*

The *Phonétiques* section serves to introduce and familiarize learners with the typical sounds of the French language, help learners pronounce sentences with the right intonation and rhythm, and increase phonological awareness, such as the relationship between writing and pronunciation. The latter function is discussed in a subsection called *Phonie-graphie*, which is the relationship between sound (*phonétique*) and writing (*orthographe*). A total of 16 phonetic exercises were found, with a total of 12 sounds that University C students have learned, but focusing on vowel sounds and nasal vowels.

In the three coursebooks that have been studied, there are differences in the integration of phonetic learning. In *Génération A1*, there is only one section that explicitly teaches sound

differences for level A1.1, namely “*Les Sons [ə] / [e] / [ɛ]*”, while other sounds are not explicitly taught through the coursebook, but are learned in class activities, for example from a word that appears and is guided by the teacher to pronounce it correctly. Meanwhile, in *Édito A1* and *Mon Alter Ego A1* coursebooks, there is a “*Phonie-graphie*” section at the end of each chapter. In *Édito A1*, all the sounds tested have been studied. The sounds [y], [ɜ], and [ʃ] are learned at the level A1.1, while [v], [s], [z], and [œ] are taught for the A1.2 level but have already been learned by the subjects of University B. In *Mon Alter Ego A1*, the sounds taught in the “*Phonie-graphie*” section focus on vowel sounds and nasal vowels. Although there are fewer phonetic exercises than *Mon Alter Ego*, among the three coursebooks that have been analyzed, it is found that the most suitable coursebook to achieve the learning objectives of level A1.1 related to pronunciation is *Édito A1*. This is judged from the presentation of the most diverse sound learning, and through comparing two phonemes, *Édito A1* can help learners distinguish sounds that are the target of level A1.1 pronunciation.

3.2 CLASS ACTIVITIES AND LEARNER MOTIVATION

Teaching and learning activities that begin with planning and end with evaluation are the essence of teaching. In the planning stage, the teacher selects and designs learning activities that are in accordance with the learning objectives and the ability level of the learners. The teacher is not the only source of knowledge (Brown & Lee, 2025), its role is as a companion who helps learners to find their own answers and offers various activities tailored to the level of learners to encourage active participation and motivation of learners (Desmons et al., 2005). The introduction of sounds can start from the sounds that occur most frequently and are most relevant to learners, then gradually introduce more complex sounds. The use of various media, such as authentic audio recordings and phonetic exercises can make phonetic learning dynamic and interesting. Moreover, integrating speaking practice into various learning activities, such as role-playing, guided discussions, and presentations, allows learners to practice and strengthen their speaking skills in various contexts. Teachers also need to create a conducive environment for oral expression, such as by encouraging learners to be enthusiastic, confident, and not afraid of making mistakes, which is one of the teaching strategies suggested by Brown & Lee (2025). Furthermore, the teacher acts as an evaluator to assess the learner's progress, provide direct phonetic correction, and help the learner understand the strengths and aspects that need improvement. Oral assessment is not limited to linguistic accuracy, but also includes aspects such as fluency, pronunciation, intonation, gestures, and the ability to interact appropriately in various situations.

Based on interviews with teachers, it was found that the three institutions did not prioritize any particular language competency; all were balanced. However, there may be some sessions focused on a specific competency, such as Institution A focusing the first 2 to 3 sessions on *Production Orale*. Due to the absence of chapter 0 in *Génération A1*, Institution A also used the *Tendance* coursebook as a complement for some of the initial sessions. In the next term, Institution A replaced its coursebooks with *Édito*, citing more up-to-date and complete content as the reason. This reason is similar to University B, who has been using *Édito* since 2023 for the French Language Proficiency course. Before teaching, University B teachers from two different classes will discuss and agree on additional teaching materials or exercises to be given outside of the coursebook. Students at University C learn about sounds and phonetics specifically through the course *Reception Orale*, while the *Production Orale* focuses more on practicing correct pronunciation. Each teacher has different ways of motivating students to pay more attention to pronunciation in French. Teachers at Institution A do this alongside *Comprehension Écrite* exercises, which involve reading short texts aloud and providing immediate corrections for any mistakes, as well as through vocabulary games, flashcards, and various media outside the coursebook. Teachers at University B motivate learners by sharing

anecdotes based on personal experiences about pronunciation mistakes that led to misunderstandings with French native speakers. Meanwhile, the teacher at University C uses *retour indirect*, meaning they do not directly tell learners where their mistakes are, but instead instruct them to repeat their pronunciation. This allows learners to self-reflect while avoiding feelings of embarrassment, anxiety, or fear of trying again due to making pronunciation mistakes in front of their classmates. All teachers agree that self-study using coursebooks will be challenging for learners. Regardless of the coursebook used, the teacher's role is always necessary to deliver the material and provide corrections.

The focus of *Génération A1* used by Institute A is on daily interaction and communication, which is useful for situations such as dialoguing in the library with the librarian and on the street with a friend. Out of the 26 sessions at Institute A, 9 sessions were focused on pronunciation practice and oral production. Although *Génération A1* is aimed at teenagers, the course at Institute A is open to everyone with a minimum age of 15. The material and exercises are presented in a simple manner suitable for teenagers and easy for adults to digest. To study the 3 chapters of *Génération*, the teaching hours required are 30-40 hours, while the total teaching hours of Institute A are 52 hours (including *consolidation de grammaire* and *examen*, without both the total teaching hours are 40 hours). The *examen* is an exam divided according to the four language competencies. The exams take place in session 13-14 and 25-26 at the end of the course. *Consolidation de grammaire* (grammar consolidation) is a learning activity that aims to strengthen learners' knowledge, skills, and competencies related to grammar in accordance with learning outcomes. Consolidation in Institution A is conducted one week before the exam. Thus, Institute A has fulfilled its teaching with a total of 52 hours for level A1.1.

On the other hand, the French Language Proficiency I course at University B is worth 4 credits and has a total of 100 teaching hours per semester (100 minutes x 60 meetings). Ten chapters in *Édito* require 80-120 hours of learning time, which means 1 chapter can be completed in 8-12 teaching hours. During 1 semester, University B has studied 8 chapters that require 64-96 hours. University B has also fulfilled its teaching based on teaching hours with the duration of teaching hours per week is 6 hours 15 minutes (100 hours : 16 weeks). In University B's lesson plan, the activities carried out at each meeting are not detailed, but every exercise on the page listed in the lesson plan is covered in the session.

In contrast to University B, University C's lesson plan detailing the points that must be discussed. At University C, French courses are divided based on four language competencies, namely *Production Orale* (oral production), *Production Écrite* (written production), *Réception Orale* (oral reception), and *Réception Écrite* (written reception), with a value of 3 credits each, equivalent to 100 minutes/week, which makes the total teaching hours of 1 course for 1 semester is 40 hours (100 minutes/week x 24 weeks = 2400 minutes), 160 hours for 4 courses. The total duration of teaching hours per week at University C is 6 hours and 40 minutes (160 hours: 24 weeks). The *Production Orale* course in semester 1 aims to equip students with simple oral production skills at A1.2 level including production strategies, interaction, and oral mediation. University C graduates are formed as teachers, thus requiring better mastery of language sounds. It is one of the learning outcomes to master the theoretical concepts of linguistics or French linguistics which includes phonology. Based on the duration of teaching hours of the three institutions, the ability of subjects from University C is estimated to be the best, in accordance with the research hypothesis, namely the ability of a learner to distinguish sounds is directly proportional to the length of teaching hours.

In addition to the role of the teacher and in-class activities, learner motivation and out-of-class practice can affect one's proficiency in a foreign language. Some subjects used the internet, apps, music, movies, etc. to practice their pronunciation, and some subjects did not

practice their pronunciation outside of class. Of the 9 research subjects, subjects 1A and 1B used the Duolingo app to help improve their French proficiency, but both of them used the app only at the beginning of learning and did not use the pronunciation exercises available, so its effectiveness cannot be assessed. Duolingo is a foreign language learning digital platform for beginner and intermediate learners as it focuses on repetition and immediate feedback, but is less comprehensive for advanced learners (Yarmanov, 2024). The variety of exercises each subject does in class shows their respective perseverance driven by motivation. Brown & Lee (2025), divided motivation into two types, namely intrinsic motivation (personal interest) and extrinsic motivation (external pressure). The subjects had motivations aimed at their future, ranging from simply wanting to master a foreign language (3 subjects), to continuing their studies in France (1 subject), to working in France (5 subjects). All three motivations were intrinsic motivations, which according to Brown & Lee (2025) are stronger than extrinsic motivations. Most of the subjects were motivated to work in France, which ideally requires B1 or B2 level French proficiency (CCFS, 2025).

Based on the duration of teaching hours, Institution A's total teaching hours are the shortest, close to half of University B's. The level is also limited to A1.1 only, in contrast to Universities B and C which have entered the A1.2 level. When compared according to the number of sounds learned from each coursebook, University B had the greatest knowledge of sounds (18 sounds), followed by University C (12 sounds). It can be one of the factors that affect the subject's ability to distinguish and realize sounds in French.

3.3 ABILITY TO DISTINGUISH AND REALIZE SOUNDS

To be able to compare the subjects' ability to distinguish the sounds existing in French, the subjects were asked to say eight simple sentences in which the words to be tested had been inserted. There were errors in distinguishing /v/ and /f/ made by 4 out of 9 research subjects. Both phonemes are labiodental sliding consonants, produced by bringing the lower lip closer to the upper teeth, so that the airflow creates an audible friction. Failure to distinguish the two sounds and replacing /v/ with [f] is also common in Indonesian words with the letter 'v'. This is a type of under-differentiation of phonemes interference, which occurs when two sounds from two language systems that are actually different are not distinguished by the speaker because they are not distinguished in the native language system (Weinreich, 2010). This type of interference occurs when the subject does not distinguish /f/ from /v/, even though they are distinguished in French because they are proven to change the meaning of each other, in this case *faire* /fɛʁ/ (to do) and *vert* /vɛʁ/ (green), which makes this error phonemic. In Indonesian, there is no minimal pair that proves they change the meaning of each other, so the distinction tends to be ignored because it is considered not to cause errors.

Next, the /s/ and /z/ sounds are predorso-alveolar sliding consonants, which result from air sliding in the gap between the front of the tongue (predorso) and the upper gum (alveolar). These two sounds were tested in liaison form in the phrases *deux cents* /døsã/ (two hundred) and *deux ans* /døzã/ (two years). Subjects 3A and 1B were unaware of the phoneme difference and equated the two sounds, 3A pronounced [ks] and 1B pronounced [z]. Subjects 1A and 2A skipped /z/ as they forgot and did not realize its position as a liaison which should be pronounced.

The next sounds are not found in Indonesian. The consonants /ʒ/ and /ʃ/ are pre-dorsal-pre-palatal-labial fricatives, produced by releasing air through the gap between the front of the back of the tongue (pre-dorsal) and the front of the palate (pre-palatal), with rounded lips (labial). These two sounds are tested in the words *j'ai* /ʒe/ (I have) and *chez* /ʃe/ (house). All subjects were aware of the difference in sound, but some subjects replaced one and/or both with another phoneme: subject 3B replaced /ʒ/ with [j], and subjects 1C and 2C replaced /ʃ/ with [s].

Confusion between /ʃ/ and [s] was also found in the study by Permana & Laksman-Huntley (2020). This deviation is caused by /ʃ/ being borrowed from Arabic and seen as a ‘new’ phoneme, so many Indonesian speakers are not accustomed to pronouncing it and tend to substitute it with [s].

Finally, the vowel phonemes /y/ and /œ/. The phoneme /y/ is a closed front-central vowel, with the tongue positioned at the front of the mouth cavity close to the palate, so that the air exiting the mouth cavity is almost completely blocked. Rounded lips produce /y/, while unrounded lips produce /i/. The phoneme /œ/ is an open front-central vowel, pronounced with the tongue positioned at the front and the mouth slightly open. This phoneme is /ɛ/ with rounded lips. Both sounds are tested in the words *sur* /syʁ/ (above) and *soeur* /sœʁ/ (sister). Only subject 1A was unaware of the difference in sound and also mispronounced both by replacing them with [u]. Almost all subjects replaced /y/ with [u], except for subject 3C, who was correct.

Errors in pronouncing /ʒ/ and /y/ are a type of reinterpretation of distinctions interference (Weinreich, 2010), which occurs when speakers process and produce target language phonemes using their native language system or a language they have mastered. Both sounds are replaced by the subject due to the unavailability of the phonemes /ʒ/ and /y/ in the Indonesian language system, so the subject tends to replace them with the closest sounds available in Indonesian. This error was found in Meidi & Laksman-Huntley's (2020) study on vowel interference, which explains that the grapheme ‘u’ in Indonesian is always pronounced as [u], so the research subjects were not sensitive to distinguishing it from /y/. The same factor also causes interference with the grapheme ‘j’, which is pronounced as [ʒ] in French but as [j] in Indonesian. Interference with the phoneme /y/ is phonemic in nature; *sur* /syʁ/, which is pronounced as [sur], changes its meaning to ‘sour’, indicating that learners are not yet aware that the mistake they make can change the meaning and potentially cause misunderstanding.

In general, the subjects from University C were the best at distinguishing sounds, with an accuracy rate of 83.33% (20 correct). All three successfully pronounced /v/, /f/, /s/, and /z/ accurately. One subject from University C was also the only subject who successfully pronounced [y]. Meanwhile, subjects from University B performed reasonably well in producing sounds, with an accuracy rate of 66.67% (16 correct). However, despite the fact that the coursebook presenting the most diverse range of sounds was *Édito*, this did not make learners using *Édito* more proficient in distinguishing sounds. The ability of University C subjects was also influenced by the number of teaching hours (6 hours 40 minutes) and the number of phonetic exercises (16 exercises), although the phonetic lesson focused on vowel and nasal vowel sounds. Some sound articulations were indeed inaccurate, but according to the phonological proficiency criteria at level A1 in the CEFR (Conseil de l'Europe, 2022), the subjects could reproduce and articulate a very limited number of sounds, so the interlocutor needed to provide assistance and correct pronunciation. In general, the subjects can pronounce memorized expressions and words with very limited accuracy but are still understandable.

Based on the pronunciation tests conducted on the subjects, the following bar chart was created to compare the accuracy of pronunciation between institutions in relation to the number of teaching hours and phonetic exercises in the coursebook.

The Effect of Teaching Hours and Exercises on Pronunciation

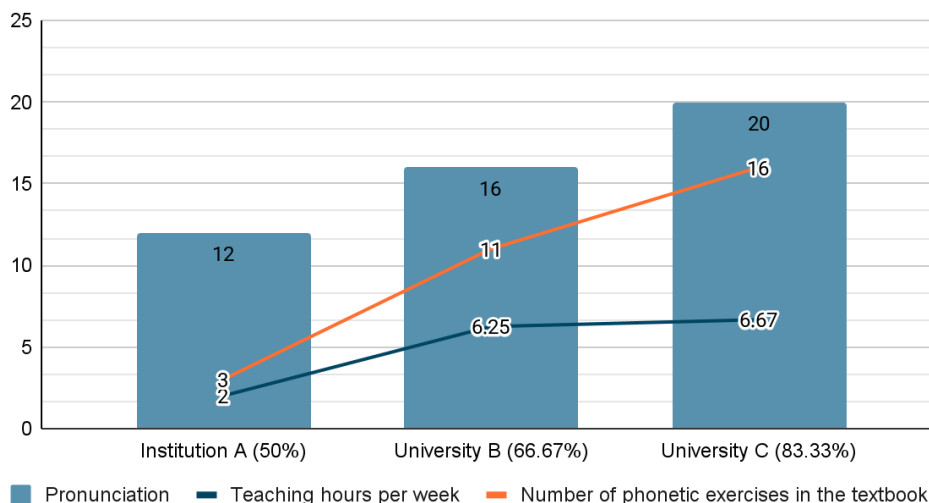


Figure 1. The relationship between teaching hours, phonetic exercises, and pronunciation accuracy

The figure above is consistent with the research hypothesis that a learner's ability to distinguish sounds is directly proportional to the number of teaching hours and the amount of phonetic exercise performed. It was found that learning motivation does not always influence the subjects' success in producing sounds in French. Motivation must be accompanied by pronunciation practice outside the classroom. As demonstrated by the following subjects motivated to work in France—subjects 3B (62.5%), 2C (75%), and 3C (100%)—who practiced by watching French-language YouTube videos and imitating everyday expressions. On the other hand, with the same motivation, the practice conducted by subject 1A (62.5%) was less effective because it involved randomly uttering French phrases without proper pronunciation research or imitation, and subject 3A (12.5%) did not engage in pronunciation practice outside the classroom. The other four subjects also practiced pronunciation outside of class: subject 2A (62.5%), who was motivated to continue their studies in France, and subjects who simply wanted to master a foreign language, namely subjects 1B (62.5%), 2B (75%), and 1C (75%).

The presence of motivation within learners will encourage them to pay more attention to what they are learning. A high level of attention to what is being learned will reduce the likelihood of learners forgetting it. However, the same motivation does not mean that different people will put in the same effort, so the results may not be the same. Learners who make mistakes due to forgetfulness, such as the realization of the sound [z] that occurs due to *liaison*, may indicate a lack of attention to what they are learning. A lack of attention to language use was found in Gurusinga et al. (2023) as one of the factors causing someone to make language mistakes. Thus, it can be said that learning motivation does not always influence the ability and success of subjects in realizing sounds, such as subjects 1A, 3B, and 1B, all of whom have a percentage of 62.5%. Subjects 1A and 3B want to pursue a career in France, while subject 1B's motivation is simply to master the French language. For subjects 2C, 2A, 1C, and 2B, who have a percentage of 75%, the following are the motivations of each subject. 2C wants to work in France and 2A wants to continue their studies in France, while 1C and 2B simply want to master a foreign language.

In addition, this may also be due to the fact that the French language learning process is still in its early stages, and the subjects' current abilities are still far from the target level of proficiency required for B1 or B2. Therefore, based on the subjects' pronunciation, their motivation in learning French, and their pronunciation practice outside of class, the teacher's

role in the classroom remains the most important for correcting and providing guidance to develop learners' skills (Gremmo, 1995, in Cuq & Gruca, 2017).

4. CONCLUSION

Compared to the other two coursebooks, *Édito* is considered to be the most helpful for learners in distinguishing French sounds that are the target of pronunciation for level A1.1 learning, due to the diversity of sounds taught and the number of phonetic exercises. However, the role of the teacher as a facilitator to encourage active participation of learners in classroom activities is still needed. This also applies to the use of *Génération* and *Mon Alter Ego*. The best coursebook does not necessarily produce learners with the best pronunciation; other factors also influence learners' success in distinguishing and producing sounds, such as the teacher, the duration of teaching hours, the number of phonetic exercises in the coursebook, and the focus of French language learning courses at each institution. Pronunciation exercises outside the classroom also influence the subjects' success in producing sounds in French.

Referring to previous studies on phonemic interference according to Weinreich (2010), this study supports the findings of Meidi & Laksman-Huntley (2020) regarding the realization of /y/ as the sound [u] because it is written with the grapheme 'u'. The findings of Permana & Laksman-Huntley (2020) regarding the pronunciation of /f/ as [s] due to the fact that this phoneme is not an original phoneme of the Indonesian language were also found. Interference of the type reinterpretation of distinctions also occurs when the phoneme /ʒ/ is realized as [j]. Additionally, this study also found no distinction between the French sounds [f] and [v] in Indonesian, which is a type of interference under-differentiation of phonemes. Another point worth noting is that subjects from Universities B and C were able to produce sounds that are not clearly distinguished in Indonesian ([s] and [z]) and were aware of the liaison in the phrases *deux cents* /døsa/ (two hundred) and *deux ans* /døza/ (two years). Meanwhile, the subjects from Institution A were unsuccessful because they were not aware of these two sounds as liaison, indicating a lack of attention to what they were learning. The interference found in this study can be prevented through phonetic exercises in coursebooks with the support of teachers as material conveyors and correctors. The use of *Édito*, for example, which introduces a variety of sounds and provides various phonetic exercises. Many factors are involved, but motivation is the primary factor, as evidenced by the lower motivation of University B subjects compared to University C subjects. University C subjects, who are more motivated, pay closer attention to what they are learning, thereby maximizing the use of coursebooks and preventing interference.

This study is limited to three coursebooks used by three different institutions in Jakarta and Depok that teach French and its lesson plan, using only three subjects from each institution. Direct classroom observations have not been conducted, so it cannot be confirmed how teachers apply coursebooks in the classroom. The limited number of subjects may affect the generalizability of the research results to the entire population of French language learners in Indonesia. Additionally, the selection of words to be included in the corpus is another limitation, as it is based on only eight French sounds. This is because words with certain sounds available in book A may not necessarily be present in books B and/or C and vice versa, thus failing to meet the criteria and therefore not being included in the corpus. This limitation means that the research still needs to be further examined by conducting classroom observations and research at the level A1 as a whole. Nevertheless, this study is expected to help French language teachers or institutions providing French language courses in Indonesia select coursebooks that align with the CEFR and are appropriate for their learners, as well as develop teaching plans to better assist learners in the French language learning process, particularly regarding pronunciation accuracy.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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