Research on the Application of Multimedia Technology in French Listening Teaching

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Abstract. With the increasingly frequent exchanges between China and France, the demand for French talents in China is increasing. Therefore, our country must improve the quality of French teaching, which will better meet the needs of society. With the popularity of the Internet, Multimedia Technology (hereinafter referred to as MT) has been applied to teaching, such as French listening, which will better assist listening. MT has many characteristics, including strong comprehensiveness and wide application, which will be introduced into French teaching. Through practice, we can reflect in the good teaching effect, which will be applied to the teaching of French advanced listening. Through MT, we can establish a new technology of logical relationship and human-computer interaction, which will integrate multiple functions. Therefore, we must apply MT to French Listening Teaching (hereinafter referred to as LT), which will enhance and stimulate learning interest. Through MT, we can enrich the French LT resources, which will improve the teaching efficiency. Firstly, this paper analyzes the importance of multimedia assisted LT. Then, this paper puts forward some problems. Finally, some suggestions are put forward.

Keywords: Multimedia Technology, French Listening Teaching, Auxiliary Teaching

1. Introduction

Listening is the direct way to understand and absorb oral information, which is the first source of knowledge. According to relevant statistics, "listening" accounts for 45% of people's daily speech activities, "speaking" accounts for 30%, "reading" accounts for 16%, and "writing" only accounts for 9% [1]. Therefore, listening plays an important role in language learning. In real communication, students often can't understand what the other party says, which makes it difficult to communicate properly [2-4]. Therefore, we must improve the level of French listening, which is an urgent problem for students in French learning. At the same time, colleges and universities must explore effective LT mode, which is also an important topic in French teaching research [5]. Through LT, we can learn French from many aspects, including imitation, memory, repetition, expression and so on, which will achieve better results. However, in the actual French teaching, listening ability is often the weakest link, which is also reflected
in the real communication situation. Students often can't understand each other, which requires colleges and universities to improve their listening level [6-8].

2. The advantages of multimedia assisted French LT

MT has many advantages in French LT, as shown in Figure 1.

![Figure 1. The advantages of multimedia assisted French LT.](image)

2.1. Stimulate interest in learning

French students in the primary stage need more active and relaxed classroom atmosphere. Therefore, ordinary teachers' oral instruction and repeated practice can not meet the requirements of students. However, the singleness of the traditional teaching mode is easy to make students tired of learning. Therefore, we must improve students' interest in listening learning, which is the primary goal of primary education. By improving students' interest in learning, students are willing to actively participate in French listening learning, which will improve the efficiency of LT. Multimedia means are novel, which will directly stimulate the learners' facial feelings. Compared with the traditional listening class, multimedia assisted French listening class will be more energetic, which will also make the atmosphere more relaxed. At the same time, students' learning content is easier to be accepted by students, which will also improve the teaching efficiency. With the help of multi-media, teachers can combine images, language, words, music and other interesting means into French listening class, which will stimulate students' interest in learning [9].

2.2. Improve teaching efficiency

In the traditional primary LT mode, the teacher plays the recording material repeatedly. Facing the primary stage students, we need to analyze the materials word by word. Different languages and cultural backgrounds require a lot of effort. Therefore, it is difficult for students to fully understand. The
traditional primary listening class often relies on small teaching tools such as tape recorder, which can make students understand better. Generally, teachers can only play language materials repeatedly, which will better deal with emergencies. With the help of multimedia, French primary listening class has higher teaching efficiency than traditional listening class. Through multimedia means, including pictures, video, audio and so on, we can be more accepted by students, which will better stimulate the visual and auditory ability. Through MT, we can easily open the channel for learners to accept, which will improve the ability to accept the teaching content [10].

2.3. Enrich teaching resources

Under the traditional teaching mode, teachers and students have limited access to teaching resources. Through teaching materials, teaching courseware can help to obtain the assistance of educational resources. The traditional teaching resources are generally old, which needs us to update in time. Through MT, we have been divorced from the actual needs of teaching. In the traditional primary listening class, teachers can bring simple recording equipment and teaching plan for teaching. With the help of multimedia, teachers can find abundant teaching resources. Through a variety of multimedia tools, we can make and organize, which will timely update the teaching courseware [11].

3. Problems in French LT

This paper conducted a questionnaire survey on students in a university. A total of 300 questionnaires were distributed and 288 valid questionnaires were collected. The effective rate reached 96.0%.

3.1. Low sharing rate of teaching resources

In the survey, we found that even in the same college, teachers in the selection of teaching materials, teaching methods, the use of teaching resources and other aspects also exist in their own situation. Through the research, we can get the analysis results, as shown in Figure 2. According to the survey results, the main problem is Low sharing rate of teaching resources, accounting for 69.6%. The second is Not making full use of modern educational technology, accounting for 58.7%.
3.2. Single teaching method

Teachers are still adopting the traditional LT mode. Teachers are the organizers of classroom teaching, which is the instigator of knowledge and the master of the classroom. Through the research, we can get the analysis results, as shown in Figure 3. According to the survey results, the main problem is Single teaching method, accounting for 65.7%. The second is Lacking of teaching evaluation methods, accounting for 57.7%.
4. Teaching reform of French listening based on Multimedia

4.1. Promote the change of teaching idea

Teacher training is one of the important ways to promote the transformation of teachers' teaching ideas. Through education and training, teachers can absorb advanced educational ideas, which can improve teachers' old ideas. Through the multi-media technology, we can promote teachers to have a fundamental change in thinking. By taking the teacher as the center, we can gradually turn to the student as the center, which will turn to focus on the cultivation of students' French communicative ability. Therefore, we can inspire students to study and explore independently, which will turn into the comprehensive cultivation of students' comprehensive cultural quality and innovative spirit. Therefore, we must update the teaching concept of teachers, which will establish a student-centered teaching concept.

4.2. Building a comprehensive multimedia network teaching platform

There is no shortcut to foreign language learning, which needs enough teaching time and learning time. Therefore, in addition to improving classroom efficiency, we must extend French learning to classroom teaching, which will strengthen students' autonomous learning. By strengthening the preview and review link, we can extend the effective learning time of students, which will achieve the expected teaching objectives. Therefore, we must rely on advanced modern education technology, which will create a full range of multimedia network teaching platform. Through MT, we can reform the existing teaching mode. Through MT, we can improve the quality of teaching, which will deepen the teaching reform. Through the comprehensive use of multimedia, network and audio, video and other information technology, we can establish a mature multimedia network teaching platform. At present, MT has gradually become an important auxiliary tool for learning. Taking French listening course as an example, teachers set up courses introduction, teaching materials, question answering and discussion, teaching mailbox, course network resources, course assignments, test questions and exercises library, online test and other columns on the network platform (hereinafter referred to as NP), which can guide students to complete classroom learning independently. Through MT, we can fully mobilize the enthusiasm of students' autonomous learning. At the same time, we can track the learning situation of students at any time, which is conducive to personalized teaching.

4.3. Enhance teacher evaluation

Through the NP of self-learning, teachers can evaluate in class and after class. In class evaluation is the teacher's spot check on students' understanding and mastery of what they have heard. Through the evaluation, we can enhance the students' learning effect in class, which will improve the ability to practice listening. There are many ways to evaluate after class. Teachers can put the test content into the "after class practice" sub column according to the test questions, which can use the online test to assess the level of students. Teacher evaluation can affect the effect of autonomous learning. Through the reform, we can adopt the mode of "network multimedia teaching platform + Autonomous Learning + teacher evaluation", which will help solve the problems of traditional LT. Through MT, students can learn by themselves in the face of computers, which is conducive to students to overcome all kinds of negative psychology that hinder learning. Through the network learning mode, we can emphasize
autonomous learning, which will help students at different levels to realize "learning on demand". Through the study of NP, we can improve our self-study ability. In this mode, students can get rid of the shackles of teachers. The management mode will change from process management to target management, which will improve the self-learning ability. Finally, the use of NP can effectively use teaching resources. Through the NP, teachers can recommend a large number of colorful listening learning websites to students. Students can choose the website to study according to their French level, which can contact the original French and French culture.

5. Conclusion

The improvement of listening level is a long process, which requires students' unremitting efforts. Through MT, we can improve the traditional French LT, which can also correctly understand the relationship between students, teachers and the media. Through the multimedia NP, we can strengthen the dominant position of students' LT, which will form a mixed way of learning after class.

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