

The Innovation of French Listening Teaching Based on Network Multimedia Technology

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Abstract: With the maturity of network multimedia technology, traditional French listening teaching can not fully adapt to the trend of the times. Based on the author's many years of teaching experience, firstly, this paper analyzes the importance of listening courses in the basic learning stage of French, and then analyzes the present situation of French listening teaching in domestic colleges, finally proposes a new approach to teaching based on network multimedia technology.

Introduction

In order to meet the demands of the new times, it needs an immediate French listening teaching reform. The domestic traditional view is that teachers are focused on teaching, with students accepting knowledge passively. However, the new thinking is that students, as cognitive subjects, are actively constructing the meaning of knowledge and in the center of teaching. In addition, the role of teacher transforms from the imparters and implanters of knowledge to the people who organize, guide, help and promote students to actively construct the meaning. This concept is more in line with the ultimate aim of education, that students can obtain knowledge. The multimedia technology has brought new opportunities for the reform.

The Importance of Listening Courses in the Basic Learning Stage of French

"Listening" is a direct way to understand and absorb oral information, the first source of information to acquire knowledge and also an important means for people to communicate. According to American Professor Paul Rankin's statistics, "listening" accounts for 45% of daily language activities, while "speaking" accounting for 30%, "reading" 16% and "writing" only 9%. Linguists argue that only when people can understand what they listen can they speak clearly, as speaking and listening ability are closely related^[1].

Starting with listening, through the practice of imitating, memorizing, repeating and expressing, French teaching can acquire good teaching effect. However, in the actual situation, listening ability is often the weakest link in the five comprehensive ability should be mastered by French Language graduates. In real communicative situations, students often do not understand what other people say and cannot make oral communication calmly and appropriately. Thus, to improve listening level is a problem which needs to be solved immediately by students in French learning. Similarly, to explore an effective listening teaching mode is a topic which needs to be studied seriously by university French teachers.

The Present Situation of French Listening Teaching in Domestic Colleges

Teaching resources can not be shared. Although in the same university, teachers hold different ideas about how to teach, how to use teaching materials and how to make use of different resources. Teachers often need to spend a lot of time and effort to collect and select teaching resources which are both suitable for students and lively and interesting according to the set theme in the process of listening teaching, especially when there are no fixed teaching materials. But once they no longer teach the course, these precious teaching resources are often abandoned. The teachers who continue to take the course start from zero and repeat the former teachers' labor. If things go on like this, on the one hand, the waste of human resources will be caused. On the other hand, a lot of teaching resources can not be shared and reused.

The dislocation of teachers' and students' roles. From the respondents' listening teaching strategies, most teachers are still using the traditional listening teaching mode. Teachers are the organizers of classroom teaching. Meanwhile, they are the implanters of knowledge and the masters of the class who control the progress and procedures of the whole class. And students are still passive recipients of external stimuli and objects to whom knowledge is instilled. During this process, teachers are still the only or the main information source for students to acquire knowledge. The situation that students are attached to teachers has not changed greatly^[2]. However, the modern educational theory proves that the effectiveness of education can be maximized only when learners' learning interests are fully stimulated and their imagination and participation ability are fully mobilized.

The dislocation of teaching objectives and teaching methods. According to the commands for listening ability in *French Professional Colleges Foundation Stage curriculum*, students should be able to do the following four points in the basic stage: first, distinguish phonemes in the language flow; second, understand the information contained in the intonation; third, grasp the center and the main levels; fourth, seize the theme and make the judgment. However, in the actual teaching, many teachers put too much emphasis on the grasp of listening details, which is not very consistent with the teaching goal regulated by the outline.

Weakness of the pertinence which is not conducive to students' autonomy. Because of the limited teaching mode, there is a widespread phenomenon "across the board" within listening classes. Some students who have understood the materials are wasting their time while some other students can not understand after listening several times. It is difficult for teachers to take into account the individual differences of students and launch personal teaching targetedly. Also, students can not learn according to their own level and ability.

Modern educational technology has not been effectively used. The rapid development of computer technology and network technology has brought great changes to the society and life today, and provides hitherto unknown materials and technical conditions for the reform and innovation of foreign language teaching. However, the application of modern information technology still lags behind in the field of French listening teaching.

Multimedia teaching is referred to making all kinds of multimedia course wares, handling and controlling all kinds of multimedia information such as languages, graphs and images through multimedia computers, then making an organic combination of various elements of multimedia according to the teaching requirements and displaying them on the screens or projectors with the sounds needed, finally completing the teaching or training process through the interactive operation between users and computers. With the development and popularization of computer network, learning through the network has become an important way of foreign language teaching. The development of multimedia technology is closely related to the constant update of network

technology. Fast development of network and data compression technology, and the effective combination of Internet and multimedia technology, are newly rising frontier technologies in the field of modern teaching technology. The application of network multimedia teaching technology in foreign language teaching practice is conducive to building a harmonious learning environment, realizing integrated curriculum teaching and the mastering knowledge. The students use multimedia course wares when learning on the network platform and can be directly involved in the teaching process; teachers can fully mobilize students' enthusiasm for learning, which is conducive to individualized teaching. Additionally, teachers can control the students' use of the network platform, dialogue with students, make individual counseling, answer questions by mails, forums and other methods. They can also conduct individual exercises, tests and submit homework etc. Varieties of teaching resources can be organically integrated into classroom teaching by making full use of the network if the platform is connected to the network. Therefore, developing foreign language teaching by using the network multimedia platform is a more promising application mode of modern educational technology.

The French listening network teaching platform the author uses sets 13 columns, they are: course introduction, course outline, course calendar, teacher information, course questionnaire, course notification, teaching material, answering discussion, teaching mailbox, course network resources, course work, tests and exercises library and online testing. In the following, several columns closely related to teaching mode are discussed:

Course questionnaire: According to the teaching concept of strategy training, teachers distribute questionnaires to students regularly through this column to understand each student's learning interest and the feedback of learning effect on the previous period. The system will automatically analyze the situation and needs of students based on their answers and provide first hand materials for teachers. In addition, as the network teaching platform is a new means of teaching, from the teaching arrangement to the platform column settings, all things are constantly being explored. The regular release of course questionnaires also provides a number of references for teachers to improve the functions of the platform and teaching modes.

Teaching material: In this column, teachers should upload all the materials needed in the class. Divided into specific, they are: previews before class sub-column, teaching materials during class sub-column, exercises after class sub-column. Among them, teaching materials during class sub-column is divided as: teaching plans, listening audio materials and listening written materials. This column is the core of the network platform and the most important part of the teaching content. The opening of each sub-column is set on the basis of the class schedule, for example: Open the preview column before teaching a new unit and ask students to preview the grammars, sentence patterns and words mentioned. Teachers will make an assessment in class so that students' listening comprehension of the whole article will not be affected due to individual word or sentence. Another example: the listening audio materials in the teaching materials during class sub-column is open in class, while the listening written materials is open to students after finishing the teaching content of the whole unit. It is very helpful for students to review the learning content in class, and provides a very convenient way for students with poor French listening ability to absorb and digest the content of the class in their spare time. Sometimes the listening materials of some units is relatively difficult, teachers also can choose to open part of class listening audio materials to the students in advance^[3]. Through this, students can preview the materials before class and attend class with questions. So that the listening efficiency is improved, the teaching objectives are completed effectively and the teaching progress is ensured.

Answering discussion: This column is divided into two parts, which are course forum and

common problems. The course forum can fully realize all the features of the Internet BBS. Teachers and students can initiate discussions according to a certain knowledge point, and students can also upload some useful learning materials to share. The common questions part is mainly set for giving the concentrated, unified answers to the common problems students meet with in class teaching, homework or after-class exercises.

Course work: Teachers can assign and correct homework online; Students complete and submit homework online; The system can automatically generate statistics and analysis of homework. Meanwhile, homework templates are provided, and teachers can modify the relevant contents of homework timely according to the situation how students understand and master the knowledge in the class^[4].

Tests and exercises library: This column has collected hundreds of listening exercises in more than ten workbooks published in recent years, which are divided into different sections according to the degree of difficulty, and are equipped with the answers. Students can do exercises according to their listening level targetedly. Students can post to consult answers in the "answering discussion" or ask questions to teachers by mails.

Online testing: the platform system can select exercises randomly from the tests and exercises library and issue them to students randomly in the formation of papers at the time required by teachers according to the difficulty of the questions teachers set in advance. Students can choose any place to complete the tests within the specified time and submit. The platform system can realize the automatic checking, analysis of results, and issue the examination results and correct answers to the students. The application of this function has solved the situation of "one tape recorder, one paper test" in the traditional teaching mode, and avoided the effect caused by objective factors such as the quality of recording, the environment of the examination room, the physical condition of the candidates on examination results in this testing mode, which has also prevented the phenomenon that the accurate evaluation of the learning situation could not be interfered. The system select exercises and issue papers randomly at the specified time, which can effectively prevent the phenomenon that students cheat in an examination or take an examination instead of others. This testing mode is a useful exploration of new assessment methods.

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