

Application of Online and Offline Mixed Teaching Mode in French Teaching Reform

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Abstract: As the second foreign language, French is a very common foreign language course language. It has always been the most popular language course in colleges and universities except English major. However, due to a series of reasons such as the old tradition, rigid and single teaching mode of French language and great learning difficulty, the learning effect of French students is mostly unsatisfactory. In recent years, with the continuous reform of education and teaching methods, online teaching has gradually emerged, alleviating part of the pressure of teaching implementation difficulties. Adopting the online and offline mixed teaching mode can improve students' interest in learning and efficiency to a certain extent. However, the factors of such integration also need to be paid attention to. It must meet the diversified requirements of students' learning and promote the sustainable development of students' learning.

1. Introduction

Since novel coronavirus pneumonia in 2020, the students' campus life time has been greatly weakened. Many schools have suspended classes or postponed school hours to ensure students' safety. This has triggered a series of teaching reform. The major teaching software has launched online teaching mode to ensure teachers' normal teaching. It is a comprehensive innovation for traditional classroom teaching, which greatly improves the efficiency of students' learning. In the traditional teaching process, teachers have always been the masters of the classroom. Students' participation is low and their ability to explore knowledge independently is not strong, which reflects students' real learning ability to a certain extent ^[1]. Online curriculum arrangement has high requirements for students' autonomous learning ability, so a perfect teaching evaluation system is needed as a strong guarantee for online and offline teaching mode.

2. Online and Offline Mixed Teaching Mode

The so-called mixed teaching mode generally refers to the combination of the traditional classroom teaching mode and the new teaching mode of relying on multimedia after class, so as to jointly achieve the purpose of improving students' learning effect and ability. In the specific implementation and operation, teachers can extend changeable teaching methods to attract students' attention. Network teaching is an extension of the traditional classroom, but the difference between network teaching and classroom teaching is that it can well combine the dominant position and initiative of teachers and students, and no longer only rely on teachers. At the same time, it also reduces the limitations of teachers' supervision and control over students. The mixed teaching mode can ensure that various elements required by the teaching plan are well optimized, more effectively reflect the student-oriented teaching principle, help students effectively learn knowledge and skills, respect and support the development of students' characteristics.

3. Current Situation of French Teaching Mode

3.1 Complex Grammar Structure, Traditional and Single Teaching Method, Students' Superficial Knowledge

If you want to learn a new language, you must first contact the grammar of the language, so the construction of grammar is the key to learning French. In China's current environment, the traditional French grammar teaching still relies solely on the teacher's classroom teaching. Students follow the teacher for simple mastery and then review independently after class. However, to make students truly master the key points of grammar learning, foreign language colleges and universities that pay attention to application often adopt practical activities to promote students' learning^[2]. The traditional teaching mode is rigid and old. Teachers blindly output knowledge to students and students blindly memorize, which can easily lead to students' thinking fatigue and lack of motivation for learning. Moreover, single grammar memorization lacks the purpose and practicality of learning. Students often forget as soon as they remember, and their practical ability is poor. The learning of knowledge is only learning, but can't be effectively used, which will make students have a frustrating psychology and reduce their enthusiasm for learning.

3.2 Unreasonable Course Arrangement and Less Classroom Learning Time

The knowledge system of French is complex and difficult to master. This requires students to invest a lot of time in French learning. However, under the actual conditions, the learning time arrangement of French course is very few, which makes students feel unable to learn. In 2020, the Ministry of Education issued a teaching guide for English majors. The article requires that English majors should master a foreign language other than English, but the curriculum arrangement and design of colleges and universities in China often only spare a small part of time for French teaching. Less class hours will affect the efficiency and quality of teachers' imparting knowledge in class. In addition, with the endless emergence of new technologies, students' learning energy and concentration are greatly dispersed, and the effect of classroom teaching will be affected.

3.3 Single and Incomplete Assessment and Acceptance Method

Students' achievement is not the only standard to test students' learning effectiveness, but it can effectively reflect students' actual learning situation in the shortest time. Appropriately changing and adjusting teaching methods are of great significance for the development of teaching activities^[3]. However, the assessment of students often adopts the method of "attendance in class and final examination paper". Attendance in class mainly refers to students' class attendance and completion of homework after class. The final examination paper is to reasonably convert students' scores on paper and form students' learning achievements together with attendance for a period of time. However, this single rigid assessment method is difficult to see students' ordinary efforts and participation in learning, and can't objectively define students' learning situation.

4. Advantages of Online and Offline Mixed Teaching

4.1 Share Resources and Enrich Teaching Contents

The online and offline mixed teaching mode has been fully supported by the new education and teaching mode. Major learning platforms have shared and exchanged teaching experience and platform resources through the exchange of a variety of online courses. They are able to actively respond to the changing needs of students, change their development direction and mode in time, provide a strong guarantee for students' learning. The online teaching mode extends the teachers' classroom teaching to the Internet, so that the place for students to accept learning is not limited to the school, and they can learn anytime and anywhere, reducing the limitations of classroom teaching on time and space.

4.2 Meet the Changeable Needs of Students and Enhance Their Learning Enthusiasm

Students are constantly changing individuals, and the change speed of teaching should keep up with the changing needs of students. The online and offline mixed teaching mode enables students to learn online resources through computers, mobile phones and other multimedia devices, quickly grasp the key points and extract the knowledge they need in the environment of mixed teaching resources^[4]. In such an interactive process, they can strengthen their own sense of innovation and

enhance the ability of independent thinking. Meanwhile, the discussion between students has also broken the regional restrictions. Everyone can correct their weaknesses by absorbing the strengths of others. Timely and effective interactive communication can also enhance students' collaborative ability, intensify students' desire to communicate with others and strengthen self-confidence.

4.3 More in Line with the Depth of Classroom Teaching and More Comprehensive Assessment of Students

The online teaching mode can integrate the face-to-face teaching of teachers and students with the autonomous learning ability of online learning, refine the time of students' autonomous learning, give students more time and reduce unnecessary waste. In addition, it also gives students the space to play independently. Students really become the masters of learning, deepen the depth of thinking and strengthen the ability of thinking. Meanwhile, under the mixed teaching mode, the assessment methods for students have become more diverse, which is no longer limited to the test paper examination in the traditional sense. Students can ask questions, evaluate and supervise each other, which provides more basis for all-round evaluation.

5. Application of Online and Offline Mixed Teaching Mode in French Teaching Reform

5.1 Meditate and Apply the Time Before, in and after Class

Before class, the teacher can ask questions about the setting of some special plots, and then the teacher can lead to the previously recorded videos. By watching, it can trigger students' thinking about the grammatical structure and enhance students' learning enthusiasm. After watching, students can also ask their own questions to enhance the later course investment. In class, the teacher makes full academic evaluation and answers to the questions and answers put forward by the students, and guides the students to master the relevant theories and components of grammar step by step. After class, students can be encouraged to establish interest learning groups, set their own topics, and communicate and discuss in French^[5]. Students can record the activity process and share it with other students in class, which is conducive to students' supervision of the activity and enhance their learning enthusiasm.

5.2 Reasonably Plan the Course Time and Encourage Students to Talk Freely

Schools can strengthen attention to the French course and make a reasonable allocation of the course time macroscopically. Students can also communicate more French in private. Teachers should guide and encourage students to chat freely, not limited to class. Students can use all their time to have free discussions with two or more people, which can make students relax mentally and improve their happiness in learning. Teachers should give timely praise and encourage students to speak bravely. Don't be afraid of mistakes. This form of conversation can quickly improve students' oral ability and promote the formation of other French skills.

6. Conclusion

Nowadays, teaching methods are changeable, and online and offline mixed teaching mode is destined to be the inevitable product of teaching mode reform. It can enhance students' interest in learning, increase their motivation and shorten the sense of distance between teachers and students. As long as teachers insist on student-oriented and constantly improve teaching methods, they will be able to gradually improve the students' level of French.

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