Application of Mooc in French Language Teaching

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Abstract: With the rapid development of globalization, international communication methods are becoming more and more diverse, and international communication is getting closer. Simple English teaching can no longer meet the needs of today's social communication. More and more language teaching has joined the teaching tasks at this stage, and is being gradually promoted and strengthened. French, as a language with a large number of learners, has entered the syllabus of colleges and universities early. Although the teaching of French language has developed for many years, there are still many problems. The application of MOOC in French language teaching can change some current situations of French teaching to a certain extent, such as short class hours, large capacity and so on. The application of MOOC can solve these problems. This paper analyzes the current situation of French teaching in colleges and universities and the application of MOOC in French language teaching at present.

1. Introduction

Generally speaking, it is believed that MOOC originated from an open course opened by Utah State University in 2007, and another open course opened by professors in university of regina in 2008 is the embryonic form of MOOC, and users anywhere in the world can participate in the study of the course. However, in the true sense, the concept of MOOC came into being after the emergence of a new network course offered by Manitoba University in Canada.

MOOC is an online class for the masses to learn through the Internet, which is a large-scale open online class. Through the opening of educational resources, more people can learn more knowledge. At present, well-known websites in MOOC include MOOC of Chinese universities, school online, ewant education network, Proera and so on.

2. The Teaching Form in Mooc

1). Course scope: MOOC is based on network-based open education, and the courses are gradual and orderly like traditional university courses, so that students can learn step by step, thus growing from beginners to advanced talents. The courses offered in MOOC cover many scientific and technological disciplines including mathematics, computer science, statistics, natural science and engineering, as well as social science and artificial science.

2). Teaching form: The courses in MOOC are not collected, but a way of connecting lecturers and learners distributed all over the world through a common topic or theme.

Although these courses have no special requirements for learners, no matter which platform in

MOOC will conduct weekly discussions to provide a rough schedule, other courses are also the smallest in structure, usually including weekly lectures, discussions and reading suggestions, etc.

3). Test topic: Basically, every course has complicated small tests, usually including mid-term and final exams. And the exams are often graded by classmates, which promotes some students to set up study groups to study online, and those who are close to each other can have face-to-face group study and discussion.

3. The Current Situation of French Language Teaching

1). French itself is difficult: according to the ten most difficult languages in the world published by UNESCO, French ranks tenth. For many French learners, the difficulty of learning is mainly reflected in the phonological knowledge, grammatical rules and the complexity of verb transposition at the beginning. Moreover, most French learners are students who have studied English for many years, and the English system is deeply imprinted in students' minds, which often interferes with the French phonetic system. Especially for French, a language with many spelling rules, every class has a lot of language rules to learn and use. It can be said that students will have a fear of difficulties.

2). Students lack motivation to learn: For many students who study French, they are not interested in French more, perhaps because they need to learn a second language, or are more interested in French culture, want to learn more about French culture by learning French, be able to understand French movies or travel to France easily, and choose French as the target language for the postgraduate entrance examination because of the needs of the postgraduate entrance examination.

However, the first few classes are very novel and fun, but after the first few classes, they lose interest. For the postgraduate students, their learning motivation is stronger, but their study is too utilitarian, and they will focus more on grammar or reading, and the listening and speaking skills needed in actual communication will be relatively weak.

3). Limitations of curriculum: In many colleges and universities, there are certain limitations in class capacity, class hours and teaching materials of second foreign languages such as French. In addition, according to the requirements of the syllabus, French teaching needs to focus on cultivating four abilities of listening, speaking, reading, writing and translation, and strive to enable students to communicate in French simply. However, due to the difficulty in learning French itself, the existing class hours are not enough to complete the teaching task. In addition, French is usually taught in large classes, so teachers can't give attention to every student when teaching, which may lead to many students' grammatical errors, but they can't be found and corrected in time. In this case, it will be a great obstacle to language learning, especially the language discipline which pays more attention to grammar and pronunciation.

4). Limitations of teaching methods: Most of the curriculum arrangements are relatively tight, because of the limitation of class hours and class capacity, teachers will use more traditional teaching methods in order to meet the requirements of some students' postgraduate entrance examinations, and the courses taught will mainly focus on grammar and vocabulary, which will gradually form a situation in which teachers blindly say that students focus on doing their own things below, and in this case, Students' learning of French will form a passive trend, passively accepting the knowledge points taught by teachers, but not participating or having a low degree of participation, which will make the course boring and make students think that learning French is boring and useless, resulting in lower and lower enthusiasm of students.

4. The Application of Mooc in French Language Teaching

1). Effectively solve the problem of insufficient funds: the funding problem of French language teaching has always been an important problem in French teaching. It can be said that except for some specialized specialized schools, the opening of French subjects in many colleges and universities is not ideal, and it has been in a weak position for a long time. Even many colleges and universities have never offered French language teaching courses. Even if they do, they will adopt the mode of large class teaching in order to save money, and finally form the "one-size-fits-all" of teachers.

In MOOC, the filming and recording of face-to-face courses are transmitted to the network, so that students can learn online at any time and place, and summarize and sort out knowledge points according to their own situation. It can be said that under the condition of students' autonomous learning, the teaching cost is reduced, and the waste of teaching resources is avoided, thus improving the practicality of French teaching, effectively solving the problems of insufficient teaching funds, and maximizing teaching benefits to a great extent.

2). Implement the student-centered concept: For face-to-face teaching in the traditional sense, French teachers are mainly responsible for imparting knowledge points. They can only summarize students' learning situation, students' confusion and doubts according to homework and classroom speeches, and then carry out the design and planning of teaching difficulties. In this way, it will be one-sided, and it is impossible to truly grasp the situation that each different student has mastered. Moreover, French is a subject with high requirements for humanistic quality, and grammar and context are relatively cumbersome. In addition, French has strong integration and wide penetration. Obviously, the traditional face-to-face teaching mode can no longer meet the teaching requirements of grammar, and MOOC has no time limit. Students can further study the weak links anytime and anywhere, learn the difficult ones accurately, and communicate effectively with teachers in physical classes in time. It can be said that MOOC's mode has changed the cramming teaching in traditional teaching, teaching with students as the main body and realizing the teaching idea of teaching students in accordance with their aptitude in the true sense, which has high practical significance.

3). Realizing low-input and high-output teaching: Using network technology to publish high-quality courses on the network for open learning and discussion, which is the biggest advantage and characteristic of MOOC, breaks the constraints of traditional face-to-face teaching in time and space, and provides more learners with free and convenient learning environment and platform services. With the continuous development of science and technology, the information platform of MOOC is becoming more and more perfect, and the construction of high-quality resource database is becoming more and more complete and mature. Although there are not many courses related to French at present, with the continuous improvement and upgrading of resources construction, the maturity of French online course system is just around the corner. Colleges and universities can carry out teaching according to their own characteristics, and further optimize the resources of MOOC, so as to realize the sharing of resources, which can not only promote the quality of French language teaching in colleges and universities, but also effectively reduce the teaching cost.

5. The Application Strategy of Mooc in French Teaching

1). Constructing a mixed teaching mode of "MOOC+classroom discussion": Introducing MOOC into French class is not simply adding MOOC to traditional French class, but constructing a mixed teaching mode of "MOOC+classroom discussion", but integrating face-to-face teaching, video class and seminar. On the one hand, MOOC is not only a public platform for students to learn, but teachers can also check for leaks and fill in gaps. In addition, teachers can read and learn relevant French materials in MOOC before preparing lessons, and can record a micro video with a length of

several minutes for students to preview before class. In addition, students can ask questions in the video, let students think for themselves and determine the direction of preview. They can also put the video in class, so that students can refine themes, think and solve problems, and finally gain new knowledge. On the other hand, teachers should give students more classroom time, and lead them to learn various related knowledge of French from different angles, so as to broaden their horizons and thinking, so that they can make progress in continuous learning. At the same time, teachers should teach students the skills of self-study, so that students can learn independently through MOOC platform. Finally, no matter what subject is inseparable from the test, so is the language subject. The difference is that the test method of the language subject should be diversified, lively and interesting, rather than a single test paper. Teachers can use more test methods, such as performing French drama in groups, which can not only cultivate students' ability to adapt scripts, read and speak French lines, but also improve their humanistic quality.

2). Building a learning model of flip classroom: MOOC uses piecemeal time to study independently through mobile electronic devices, such as mobile phones and ipad, but listening to it only through MOOC can not satisfy all students, and is only suitable for a small number of students who love French and have self-control. The reason is that most students are not interested in French, so they will not actively enter MOOC platform to study independently. Colleges and universities can improve this problem to a certain extent by "turning over the classroom". For example, they can change the location of autonomous learning to the computer room for collective MOOC study, while French teachers can supervise in class. In addition, teachers can let students attend classes, and teachers need to score according to each person's different performance and stipulate corresponding reward and punishment system. In addition, according to the different French level of each different student, teachers should respect individual differences and arrange learning tasks according to the actual situation of students.

3. Improve teachers' information and technical literacy: Due to the limited number of French teachers in colleges and universities, French teachers in major universities can form a cooperative relationship, jointly build a diversified, multi-functional and three-dimensional independent learning platform, and integrate high-quality teaching resources. In this process, the information literacy and technical literacy of every French teacher can be effectively improved. French teachers in colleges and universities can form a team, each of whom has different tasks and integrates high-quality resources according to different aspects.

6. Summary

Under the background of big data, the application of MOOC in French language teaching in colleges and universities is highly feasible, and it can be said that its prospect is very good, which plays an indispensable role in saving teaching cost, improving teaching quality and cultivating students' autonomous learning ability. However, because China started later than other countries, all parties have less investment in software, and MOOC's teaching model also has some drawbacks. Therefore, colleges and universities should teach students in accordance with their aptitude, adjust measures to local conditions, and reasonably quote MOOC for teaching. Students should also focus on their own development and study Chinese and French languages in MOOC according to their interests.

Generally speaking, MOOC is still developing at this stage, which needs to be summarized and improved in constant practice. In French language teaching, MOOC cannot replace the traditional classroom, but MOOC will become a good tool for teaching and learning French language both inside and outside the classroom. However, when making videos, teachers in China can also combine the teaching methods with the language characteristics of Chinese-speaking people, which

will be more targeted and make the audience more and larger. Therefore, it can be said that the application prospect of MOOC in French language teaching is still worth looking forward to.

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