

# *Research on the Teaching Model of College French Under the background of "Belt and Road"*

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**Abstract:** With the strategy of "Belt and Road", China and France cooperate deeply in the fields of economy, trade, culture and diplomacy. Therefore, there is an increasing demand for French talents in the market, especially applied French talents. Under the guidance of "Belt and Road", a large number of compound foreign language talents are needed, which brings opportunities and challenges to French teaching in colleges and universities. College French teachers should constantly explore new teaching modes and make their own contributions to the construction of the country. However, at present, French majors are facing many problems in the cultivation of students' application ability. This paper first introduces the opportunities for French teaching under the background of "Belt and Road". Then, this paper puts forward the shortcomings of the traditional French teaching mode. Finally, this paper puts forward some measures to solve these problems.

## **1. Introduction**

"One belt and one road" is a major strategic concept put forward by Secretary Xi Jinping. The proposal of this strategy is a milestone in China's economic development. With the development of "one belt and one road", cooperation between countries has been deepened. On the basis of peaceful coexistence, an interest community of economic co-prosperity and political mutual trust should be established. With the help of regional economic cooperation platform, continuous promotion of cooperation in other areas is the way to achieve all-round exchanges and common prosperity of harmonious development. The implementation of this initiative means closer ties between countries. However, language is an important tool to achieve good communication between the two sides. Therefore, under the background of "one belt and one road", how to cultivate new French talents has become an urgent problem. With the deepening exchanges between China and France in the fields of politics, culture and economy, many college students are increasingly enthusiastic about learning French. Therefore, Chinese universities should actively offer French courses, and students will gain more advantages in the future social competition. The demand for French talents has increased sharply since the implementation of the "one belt and one way" strategy. Nearly 30 countries and regions speak French. Therefore, students should be more adapted to the requirements of the times. However, the traditional teaching mode of College French has been unable to meet the needs of society. Colleges and universities must improve the comprehensive application ability of College French students. Only in this way can we provide a good humanistic guarantee for effective international cultural communication.

## 2. Shortcomings of traditional French teaching mode

### 2.1 Questionnaire investigation

Through a sample survey of 1000 college students, 987 valid questionnaires were obtained, with an effective rate of 98.7%. This questionnaire mainly focuses on the teaching practice and model of French. The main problems are as follows.

### 2.2 Single traditional French teaching model

According to the question "Which teaching methods have been used in French class", the results of the survey are shown in Figure 1. According to Figure 1, the main teaching methods are traditional teaching methods and Problem-based approach, accounting for 89.1% and 42.7% respectively.

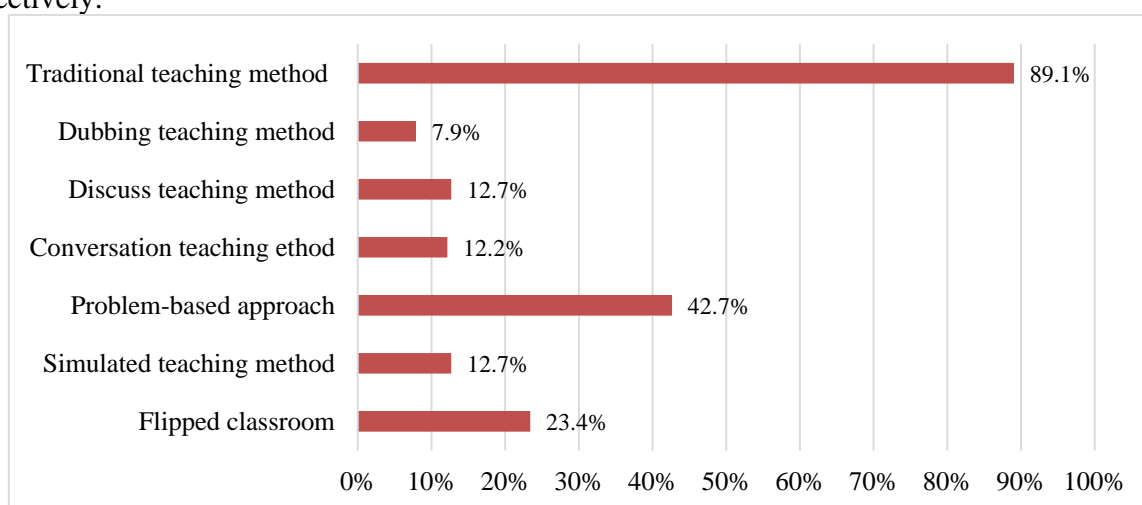


Figure 1: The results of teaching model in French Teaching

Under the traditional teaching mode, teachers teach students French according to textbook knowledge. Teachers can only copy the contents of textbooks, they can not teach individually according to the real situation of students. Therefore, students' acceptance is severely limited. The heavy textbook theory reduces students' learning efficiency and puts them in a passive position in learning French. Students who have been in this learning environment for a long time have completely lost their motivation and interest in learning French.

### 2.3 Lack of practice in French teaching

According to the question "Are there any practical links in French class", the results of the survey are shown in Figure 2. Only 16.8% students think that there are practical links in French class. The traditional teaching mode of College French is mainly based on classroom teaching, focusing on the teaching of basic grammar. Therefore, when setting up professional teaching courses, there are relatively few practical courses. When students communicate in French, they have inaccurate pronunciation, strong accent and broken language, which results in low communication efficiency. In the past, when communicating with foreign countries, students were mainly responsible for translating, receiving and arranging French documents, so traditional teaching paid more attention to basic grammar teaching. Therefore, in real-time communication, French talents have defects in oral expression ability. Under the teaching mode of emphasizing grammar and

neglecting practice, students have less practical application of French. Therefore, students can't use French for effective face-to-face communication.

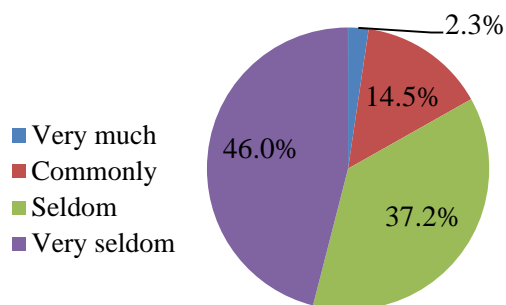


Figure 2: The results of practice in French Teaching

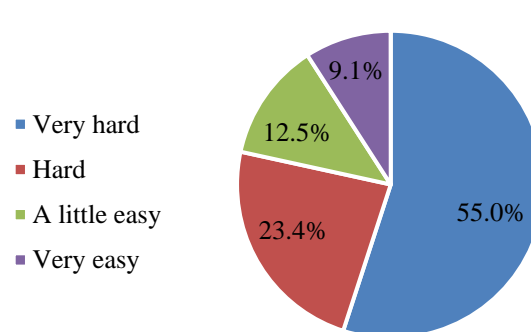


Figure 3: The results of difficult in French Teaching

### 2.3 Difficulty in learning French

According to the question "Is it difficult to learn French", the results of the survey are shown in Figure 3. Only 21.6% students think that it is not difficult to learn French. Although French and English are both linguistic subjects, it is difficult to learn English grammar. Therefore, it is more difficult for students to learn French grammar. When students first contact with the French, they find it difficult to understand and learn. So, they will resist and dislike learning French grammar.

## 3. Strategies for French teaching model

### 3.1 Improving students' cross-cultural awareness

The economic strategy of "one belt and one road" involves many countries in Asia, Europe and the United States. In cooperation, we need to know more about the cultural background of both sides, so that cultural conflicts will not be caused by mistakes. College French education needs to cultivate cross-cultural awareness. While learning French, teachers should be aware of the cultural connotations, ways of thinking and values of the French-speaking countries. Only by understanding and respecting each other's culture can we cooperate happily in the future. Through modern information technology, teachers can collect more multimedia information about relevant culture in French teaching and show it to students in a clearer way. For example, students can watch the French version of the cultural documentary in the course, which can not only improve students' listening, but also show each other's cultural content more truthfully and clearly.

### 3.2 Adopting various teaching methods

In French teaching, teachers can use a variety of teaching methods to improve students' learning ability. For example, teachers can use situational teaching to teach French. Teachers set up dialogues before class. Starting from students' real life, they make students practice situational dialogues. This teaching method not only stimulates students' subjective initiative, but also improves students' imagination and teaching efficiency. Teachers can adopt game learning method according to students' psychological state. Students deepen their understanding and memory of French in their study. In the case of abundant teaching time, teachers can play some classic French movies in class. Through the French film exchange teaching, it can not only improve the teaching effect of teachers,

but also experience French culture in watching, and then improve the ability of independent thinking.

### 3.3 Training model of school-enterprise cooperation

Language competence needs to grow in communication with people. If only relying on classroom training, students do not practice and practice French, there is no way to cultivate real language talents. Schools can establish cooperative training models with some enterprises, such as lectures, banquets, French corner, etc. Which will provide students with some opportunities to participate in communication. Colleges can also establish a cooperative mode of directional training with enterprises. Enterprises provide internship posts, and schools can strengthen the students' certain ability in French. In this way, students can not only solve their employment problems, but also cultivate language talents in "one belt and one road". Students' French ability can also be improved in practice.

### 4. Conclusions

"One belt and one road" has changed the direction of social and economic development, and promoted the deepening of international cooperation. With the increasing demand, the society has put forward higher requirements for language talents. Only by adapting to the needs of society can French talents get better development.

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