Application and Effect Analysis of Multimedia in French Listening Teaching in Universities

Ying Chen

Zhixing College of Hubei University, Wuhan, 430011, Hubei, China

190685357@qq.com

Abstract: This article discusses in detail the definition and classification of multimedia and its specific application in French listening teaching. Through comparative experiments and questionnaires, this study compares the achievements of the experimental group using multimedia technology and the control group using traditional instructional methods in French listening test, and collects students' attitudes and feedback on the application of multimedia. The results show that the average scores of students in the experimental group are better than those in the control group. Futhermore, most students have a positive attitude towards multimedia technology, thinking that it enriches learning content and improves learning interest. It is concluded that the use of multimedia in French listening teaching in universities is remarkable, which can improve students' listening level and interest in learning. This study is of great significance for promoting the reform and innovation of French listening teaching, and also provides useful reference for the teaching of other languages.

1. Introduction

French is one of the six working languages of the United Nations and plays an important role in international exchange and foreign affairs [1]. French is also the working language of many international organizations and multinational companies, and its importance is self-evident. With the acceleration of globalization, the demand for French talents is increasing [2]. French education in universities therefore bears the heavy responsibility of cultivating French talents with international competitiveness [3]. However, in the actual instructional process, French listening teaching has always been a difficult point. Traditional instructional methods are difficult to stimulate students' interest in learning and meet their diverse learning needs [4]. Students often feel bored because of the single listening materials and lack of real context, which leads to the slow improvement of listening level and even the fear of difficulties [5].

The rapid development of multimedia is profoundly changing the face of education [6]. From audio and video to interactive software and online platforms, multimedia resources provide unprecedented convenience for language learning with their richness, vividness and interactivity [7]. In language teaching, multimedia technology can create a more realistic language environment, make the learning process more lively and interesting, and effectively improve students' listening, speaking, reading and writing abilities. In French listening teaching, multimedia technology can break the limitations of traditional teaching. It helps students to better understand and master French pronunciation and intonation and improve their listening comprehension through diversified listening materials, dialogue exercises simulating real scenes and personalized learning paths.

The purpose of this article is to discuss how to apply multimedia technology to French listening teaching in universities, and reveal its actual effect on improving students' listening ability through analysis. This study is expected to provide new ideas and methods for French listening teaching in universities and promote the innovative development of French education.

2. The application of multimedia in French listening teaching

2.1. Definition and classification of multimedia

Multimedia technology is a technology that integrates various media elements, such as text, image, audio and video, and processes, stores and transmits them by computer. It breaks the single information transmission mode of traditional media and realizes the diversified, interactive and dynamic display of information. In the field of education, multimedia technology, with its unique advantages, provides unlimited possibilities for the presentation of teaching content, the innovation of instructional methods and the improvement of learning experience. According to the different media elements, the classification of multimedia technologies is shown in Table 1:

Table 1: Classification of Multimedia Technologies

Media Element	Type of Multimedia
Text	Text-based Multimedia
Image	Image-based Multimedia
Audio	Audio-based Multimedia
Video	Video-based Multimedia
Text + Image	Text and Image Multimedia
Text + Audio	Text and Audio Multimedia
Text + Video	Text and Video Multimedia
Image + Audio	Image and Audio Multimedia
Image + Video	Image and Video Multimedia
Text + Image + Audio	Text, Image, and Audio Multimedia
Text + Image + Video	Text, Image, and Video Multimedia (Full Media)

2.2. The concrete application of multimedia in French listening teaching

In French listening teaching, the use of multimedia is reflected in many aspects.

Teachers can no longer be limited to traditional textbooks or tapes, but can flexibly use all kinds of audio and video resources to integrate fresh materials such as French original movies, radio programs and news broadcasts into the classroom. These resources are authentic in language and rich in content, and because they are close to the daily life of France and French-speaking areas, they greatly stimulate students' curiosity and enthusiasm for learning. While enjoying the audio-visual feast, students have also subtly improved their perception and understanding of French pronunciation, intonation and speed. This laid a solid foundation for further study.

With the rapid development of Internet technology, interactive software and network platform have become a new front for French listening teaching. Online course platform is like a bridge, connecting educators and learners, making teaching no longer limited by time and space. Teachers can publish listening tasks on the platform conveniently, and students can finish their homework online anytime and anywhere, enjoying the convenience of instant feedback. This immediacy helps students to quickly understand their learning situation, correct their mistakes in time, and greatly improve their learning efficiency. In addition, the rich listening practice and simulation test built into the platform provide students with effective tools for self-detection and progress tracking, helping them to adjust their learning strategies more pertinently.

Another great advantage of multimedia lies in its support for personalized learning. In French listening learning, each student's foundation and interests are different. Nowadays, with the help of intelligent recommendation system, the learning platform can accurately push learning resources that meet students' needs according to their learning history, performance feedback and personal preferences. This personalized learning path design effectively meets the differentiated needs of students, and also realizes the educational concept of teaching students in accordance with their aptitude, so that every student can steadily improve at the pace that suits him best and enjoy the fun and sense of accomplishment of learning.

To sum up, the application of multimedia in French listening teaching is multifaceted and deep. It enriches the teaching content, innovates the instructional methods, and improves the learning

experience and learning effect of students. With the continuous progress of technology and the renewal of educational concepts, the role of multimedia in French listening teaching will become more prominent.

3. Effect analysis of multimedia application

3.1. Evaluation of learning effectiveness

In order to objectively evaluate the actual effect of multimedia in French listening teaching, this study designed and implemented a comparative experiment. In the experiment, two groups of students were selected as the research objects. One group was the experimental group, which used multimedia technology to assist teaching. The other group is the control group, which uses traditional instructional methods. In order to ensure the fairness and effectiveness of the experiment, the two groups of students should be as consistent as possible in French proficiency and learning background.

During the experiment, the students in the experimental group used multimedia resources (French original video, interactive listening practice software, online course platform, etc.) to conduct listening training. The students in the control group mainly rely on paper textbooks, teachers' explanations and recording materials for listening learning. After the experiment, the listening level of the two groups of students was quantitatively evaluated through a unified listening test. The test covers all aspects of French listening comprehension, including vocabulary understanding, sentence understanding, text understanding and listening speed. The results are shown in Table 2:

Table 2 Comparison of Listening Test Scores between Experimental Group and Control Group

Test Item	Average Score of Experimental Group	Average Score of Control Group
Vocabulary Comprehension	85	78
Sentence Comprehension	82	75
Passage Comprehension	89	72
Listening Speed	90	76
Overall Average Score	86.5	75.25

The results of data analysis show that the average scores of students in the experimental group are higher than those in the control group. In terms of text comprehension and listening speed, the students in the experimental group performed particularly well. This shows that the application of multimedia can effectively improve students' French listening level, and its teaching effect is better than traditional instructional methods.

3.2. Students' attitude and feedback

In addition to the objective evaluation of learning effectiveness, this article also collected students' attitudes and feedback on the application of multimedia in French listening teaching through questionnaires and interviews (see Table 3). The survey results show that most students have a positive attitude towards multimedia technology, which enriches the learning content and makes the learning process more lively and interesting. Students especially appreciate the real context and interactive opportunities provided by multimedia resources, which help them better understand and use French.

Futhermore, students also put forward some valuable suggestions. For example, they hope that teachers can guide more how to use multimedia resources for effective learning and avoid learning confusion caused by information overload. They also hope that the school can provide more diversified multimedia resources to meet the needs of students with different learning styles and levels.

Table 3: Student Attitudes and Feedback on the Use of Multimedia in French Listening Instruction

Survey Item	Student Feedback Percentage (%)
Overall Attitude towards Multimedia Technology	Positive (85)
	Neutral (10)
	Negative (5)
Believes Multimedia Enriches Learning Content	Agree (90)
	Unsure (5)
	Disagree (5)
Finds Multimedia Makes Learning More Engaging	Agree (88)
	Unsure (7)
	Disagree (5)
Appreciates Authentic Contexts Provided by Multimedia	Agree (92)
	Unsure (5)
	Disagree (3)
Believes Interactive Opportunities Aid French Learning	Agree (90)
	Unsure (6)
	Disagree (4)

3.3. In-depth discussion of teaching effect

The remarkable effect of multimedia in French listening teaching can be explained from many aspects. First of all, the rich listening materials provided by multimedia technology can help students get in touch with more diversified language input, thus broadening their language horizons and improving their language perception. Secondly, the interactivity and interest of multimedia resources can stimulate students' interest and enthusiasm in learning and make them participate in listening training more actively. Furthermore, the personalized learning path supported by multimedia technology can meet students' different learning needs and promote their autonomous learning and cooperative learning.

However, the application of multimedia also brings some challenges. For example, teachers need to constantly update their teaching concepts and technical abilities to meet the needs of multimedia teaching; Students need to have certain information literacy and self-management ability in order to effectively use multimedia resources for learning. Based on the above analysis, in the future French listening teaching, we should constantly explore and optimize the application of multimedia, give full play to its advantages and overcome its potential limitations, so as to achieve more efficient and personalized teaching goals.

4. Conclusions

Through comparative experiments and questionnaires, this study deeply discusses the application effect of multimedia in French listening teaching in universities. The results show that the application of multimedia can significantly improve students' French listening level, and its teaching effect is better than traditional instructional methods. Students generally hold a positive attitude towards multimedia technology, thinking that it enriches the learning content and improves the learning interest. The personalized learning path and interactive characteristics of multimedia also provide strong support for students' autonomous learning and cooperative learning. This discovery verifies the effectiveness of multimedia in language teaching and provides new ideas and methods for the reform and innovation of French listening teaching.

This discovery is of great significance for promoting the reform and innovation of French education. By constantly optimizing the application of multimedia, we can provide students with richer, more vivid and personalized learning experiences, cultivate their comprehensive language application ability, and train more talents with French communication ability for future international exchanges and cooperation. Futhermore, this study also provides useful reference and enlightenment for the teaching of other languages, which is helpful to promote the progress and development of the whole field of foreign language education.

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