*Original Paper*

# Application of Blended Learning in French Teaching Reform

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*Abstract*

*This paper explores the application of blended learning in the reform of French teaching, aiming to address the challenges and issues existing in French language education. Firstly, it provides an overview of the definition, characteristics, and prevalence of blended learning in the field of education. Then, it analyzes the limitations of traditional French teaching models and emphasizes the necessity of reform. Through the introduction of application cases of blended learning in French teaching, it discusses the combination of online teaching tools and offline classroom practices, as well as the effects of blended learning on various language skills. Furthermore, it discusses teaching design and methods, evaluation, and reflection under the blended learning model. Finally, it summarizes the application effects of blended learning in French teaching and prospects for future development directions and challenges.*

*Keywords*

*Blended learning, French teaching, teaching reform, application*

## 1. Introduction

With the rapid development of information technology, the field of education is undergoing unprecedented changes. Blended learning, as a teaching method integrating traditional face-to-face teaching and modern online learning, has gradually gained attention and recognition in the education sector. Against this backdrop of a new teaching model, traditional French language education faces increasingly prominent challenges and issues. Traditional French teaching methods often rely heavily on classroom lectures, lacking flexibility and interactivity, thus failing to meet the personalized learning needs of students and resulting in poor learning outcomes. Therefore, exploring a more flexible and diverse teaching model has become an urgent need in the current reform of French language teaching.This paper aims to explore the application of blended learning in the reform of French teaching. By analyzing the overview of blended learning, the problems existing in French teaching, and

the application cases of blended learning, it intends to provide new insights and practical experiences for the reform of French teaching. Through the discussion of blended learning, we can better understand its impact on French teaching, provide theoretical support for educational practices, and promote innovation and development in French language education (Im & Jeongyeon, 2015).

## 2. Overview of Blended Learning Mode

### 2.1 Definition and Characteristics of Blended Learning Mode

Blended learning, also known as hybrid learning or integrated learning, is a teaching method that combines traditional face-to-face teaching with modern online learning. In this mode, learners can acquire knowledge through real-time interaction and discussion in the classroom, as well as through online courses, video lectures, and electronic resources on the internet. Blended learning emphasizes the personalization and flexibility of education, fully utilizing the advantages of information technology to provide students with more diversified and autonomous learning pathways (Sholihah, Husna Imro'athush et al., 2021). Its characteristics include:

Integration: Blended learning integrates traditional face-to-face teaching with modern online learning, resulting in diversified and varied teaching content.

Flexible learning paths: Students can choose suitable learning paths and times according to their learning needs and pace, achieving personalized learning.

Interactivity: Through online platforms and classroom interaction, students' communication and cooperation with teachers and peers are promoted, enhancing learning effectiveness.

Feedback mechanism: Utilizing the feedback mechanism provided by online platforms enables timely understanding of students' learning situations, providing a basis for teaching adjustments and improvements.

Rich teaching resources: Students can access abundant teaching resources, including videos, documents, and exercises, through online platforms, enhancing the depth and breadth of learning.

Therefore, the definition and characteristics of blended learning make it an important direction for educational reform and innovation, providing new possibilities and opportunities for education and teaching.

### 2.2 Application and Effect Analysis of Blended Learning Mode in Education

Blended learning, as a teaching method integrating traditional face-to-face teaching and modern online learning, has been widely applied in the field of education. Its application covers various educational levels and fields, achieving a series of significant effects in improving teaching effectiveness, stimulating student interest in learning, and enhancing teaching flexibility.Improving learning effectiveness: Blended learning integrates online and offline resources, providing students with richer and more diverse learning resources. Students can deepen their understanding of knowledge through classroom interaction and discussion, as well as review and expand their learning through resources such as videos and documents on online platforms. This diversified learning method helps stimulate

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students' interest in learning and improve their learning motivation, resulting in better learning outcomes.Promoting student autonomy in learning: Blended learning emphasizes students' active participation and autonomous learning (Kisubi, 2014). Through the openness and flexibility of learning resources on online platforms, students can choose learning content and time according to their learning needs and interests, realizing personalized learning paths. This autonomous learning method cultivates students' learning ability and self-management skills, improving learning efficiency and effectiveness.Enhancing teaching flexibility: Blended learning breaks through the temporal and spatial restrictions of traditional teaching, achieving global sharing and real-time interaction of teaching resources. Teachers can publish course content, assign homework, and conduct online Q&A sessions on online platforms, providing students with more convenient and flexible learning services. At the same time, teachers can adjust teaching content and methods in a timely manner based on students' learning situations and feedback, enhancing the targetedness and flexibility of teaching.Promoting collaborative learning and communication: Blended learning advocates for collaborative learning and communication among students. Through forms such as discussion forums and group projects on online platforms, students' interaction and cooperation are promoted, expanding their learning horizons and cultivating teamwork spirit and communication skills. This collaborative learning method helps students understand and master knowledge from multiple perspectives, improving the depth and breadth of learning. In conclusion, the application effects of blended learning in education are significant, not only improving learning effectiveness, promoting student autonomy and collaborative learning but also enhancing teaching flexibility and targeting. It provides important reference and inspiration for educational reform and innovation.

## 3. Reform Needs in French Teaching

### 3.1 Traditional Mode of French Teaching and Its Limitations

Although the traditional mode of French teaching has its merits, it struggles to adapt to the diverse learning styles and rapidly evolving educational demands of today. Firstly, the traditional approach emphasizes the teaching of grammar rules and vocabulary, which is essential for laying a language foundation. However, an excessive focus on theoretical knowledge neglects practical application, resulting in students often struggling to respond flexibly in actual communication and having limited expressive abilities. Secondly, the teaching content tends to be monotonous, often relying heavily on textbooks that may not cover a wide range of language styles and cultural content, limiting students' practical application and understanding of French. Furthermore, traditional teaching methods lack interactivity and interest, with students often passively receiving knowledge in the classroom and struggling to actively participate in discussions and critical thinking. Lastly, evaluation methods primarily focus on traditional written and oral exams, which may only reflect students' mastery of theoretical knowledge without comprehensively assessing their language proficiency and actual communication skills. In summary, the traditional mode of French teaching appears somewhat outdated

in the modern educational environment, requiring reform and innovation to better meet students' learning needs and societal development requirements (Kisubi, 2014).

*3.2 Analysis of the Necessity for Reform in French Teaching*

The necessity for reform in French teaching is determined by various factors. Firstly, with the acceleration of globalization and the development of information technology, interpersonal communication is increasingly frequent, leading to a growing demand for foreign language proficiency. However, the traditional mode of French teaching often fails to meet the practical application needs of students, resulting in certain deficiencies in their language communication abilities. Secondly, as a global language, French serves not only as the official language of France but also as the working language of many international organizations and institutions, possessing significant value in international communication and cooperation. Therefore, enhancing students' proficiency in French not only benefits their personal development but also enables them to better showcase their talents and abilities on the international stage. Additionally, with the renewal of educational concepts and advancements in teaching technology, more educators are realizing that traditional teaching methods and evaluation approaches are no longer sufficient to meet students' learning needs and societal development demands. Hence, through reforming the mode of French teaching, we can better leverage educational resources, enhance teaching efficiency, nurture students' innovative thinking and practical skills, and thus better adapt to the developmental needs of contemporary society. In conclusion, reform in French teaching is not only a significant topic in the current educational field but also an inevitable choice to drive the advancement of the education sector (Ngoasong, 2022).

## 4. Application Cases of Blended Learning in French Teaching

*4.1 Application of Online Teaching Tools in French Teaching*

In recent years, with the rapid development of information technology, various online teaching tools have been widely used in French teaching, bringing new possibilities and opportunities to education. Represented by French teaching websites, applications, and online courses, online teaching tools provide students with rich learning resources and diverse learning experiences.Firstly, French teaching websites such as "Duolingo" and "Babbel" make learning French more engaging and effective through gamified learning methods and personalized learning paths. These websites offer abundant learning content covering various aspects of French, including grammar, vocabulary, listening, and speaking, allowing students to learn French at their own pace and convenience.Secondly, applications such as "HelloTalk" and "Tandem" provide platforms for students to communicate and practice with native French speakers. Through these applications, students can interact with French native speakers from around the world, improving their oral expression and language communication skills.Additionally, many online course platforms like Coursera and edX offer a wide range of French teaching courses, covering various levels from beginner to advanced (Singh, Keely, & Lovely, 2021). These online courses combine video lectures, online assignments, and real-time interactions, providing students with

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a comprehensive French learning experience.In summary, the application of online teaching tools in French teaching provides students with richer, more convenient, and personalized learning paths, helping to increase their learning interest and effectiveness, and promoting innovation and development in French teaching.

*4.2 Integration Practice of Offline Classroom Teaching and Online Resources*

In modern French teaching, the integration practice of offline classroom teaching and online resources has become a common teaching mode, providing students with a richer and more diverse learning experience. By combining traditional face-to-face teaching with modern online learning, teachers can better meet students' personalized learning needs and improve teaching effectiveness.Firstly, offline classroom teaching provides opportunities for real-time interaction and face-to-face communication. Teachers can use classroom explanations, demonstrations, and exercises to help students master basic French pronunciation rules and skills. At the same time, teachers can provide timely guidance and feedback based on students' actual performance, helping them correct pronunciation errors and improve pronunciation accuracy.Secondly, online resources provide students with abundant learning materials and practice opportunities. Students can access various phonetics teaching videos, audio resources, and exercise materials through online platforms for self-learning and review (Abou, Mahmoud, & Ahmed, 2012). These online resources are not limited by time and space, allowing students to learn anytime, anywhere, enhancing learning flexibility and convenience.Furthermore, the integration practice of offline classroom teaching and online resources promotes cooperative learning and communication among students. Through online platforms such as discussion forums and group projects, students can share learning experiences, help each other, and discuss problems and challenges encountered in phonetics learning, improving learning efficiency and effectiveness.In conclusion, the integration practice of offline classroom teaching and online resources provides new teaching modes and ideas for French phonetics teaching, enriching teaching methods and resources, improving teaching effectiveness and learning experience, and becoming an important direction for French teaching reform and innovation.

*4.3 Case Analysis of the Application of Blended Learning in French Listening, Speaking, Reading, and Writing*

Case analysis of the application of blended learning in French listening, speaking, reading, and writing demonstrates its diversity and flexibility in French teaching. In terms of listening, teachers provide students with a variety of listening practice opportunities through online resources such as French listening videos and audio materials. Through a combination of offline classroom and online platform, students engage in listening comprehension and answering exercises to improve their listening skills. In oral teaching, teachers use role-playing and dialogue exercises in offline classrooms to develop students' oral expression abilities. Meanwhile, combining with online resources, students engage in real-time voice communication with native French speakers to enhance their fluency in speaking. In reading and writing, teachers provide guidance on reading skills and writing methods in offline

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classrooms, while combining with online resources, students conduct extensive reading and writing exercises at home to improve their reading comprehension and writing abilities. In summary, case analysis of the application of blended learning in French teaching fully reflects its richness and flexibility in teaching, providing more possibilities and opportunities for students' comprehensive language proficiency improvement.

## 5. Teaching Design and Methods in Blended Learning

### 5.1 Principles and Strategies of Teaching Design

Teaching design in blended learning needs to adhere to certain principles and adopt corresponding strategies to ensure the effectiveness of teaching activities and maximize learning outcomes.Firstly, the principle of personalization. Teaching design should take into account students' diverse learning needs and varying levels of proficiency, providing personalized learning paths and resources to meet their individual needs and enhance their motivation to learn.Secondly, the principle of interactivity. Teaching design should encourage interaction and collaboration among students as well as between students and teachers. Through discussions, collaborative projects, online forums, etc., students' communication and learning outcomes can be improved.Moreover, the principle of flexibility. Teaching design should be flexible, considering the diversity of teaching resources and the variability of learning environments. It should adjust teaching content and methods in real-time to adapt to different learning situations and progress.Additionally, the feedback principle. Teaching design should establish effective feedback mechanisms to promptly understand students' learning progress and mastery levels. This feedback serves as a basis for adjusting and improving teaching methods, thereby enhancing teaching effectiveness and learning outcomes.Lastly, the assessment principle. Teaching design should include assessments of students' learning achievements and teaching effectiveness. Through exams, assignments, projects, etc., students' learning progress can be assessed, allowing for timely identification of issues and provision of assistance to ensure the achievement of teaching objectives.In summary, teaching design in blended learning should adhere to principles such as personalization, interactivity, flexibility, feedback, and assessment, aiming to enhance teaching effectiveness and learning experiences, and provide better support and guidance for students' comprehensive development and growth (Clark, Charlotte, & Ger, 2021).

### 5.2 Adjustment and Innovation of Teaching Methods

In blended learning, the adjustment and innovation of teaching methods are essential trends in the field of education, aiming to better meet students' diverse learning needs and the development of modern technology. These adjustments and innovations involve teaching design, activity design, resource utilization, and assessment feedback, among other aspects.Firstly, teaching design should pay more attention to students' personalized learning needs. In traditional teaching, teachers often serve as the main transmitters of knowledge, but in blended learning, they need to play more roles as guides and organizers. Therefore, teaching design should consider students' different levels of proficiency, interests,

and learning styles, providing diverse learning tasks and resources to allow each student to find a suitable learning path. Secondly, the design of teaching activities should emphasize student participation and interactivity. In blended learning, students can participate in various teaching activities through online platforms, such as discussions, collaborative projects, and online exercises. This interactive design can stimulate students' interest and initiative in learning, enhancing their motivation and self-directed learning abilities.At the same time, the utilization of teaching resources is also crucial in blended learning. Teachers can utilize various online resources, such as teaching videos, web-based courseware, online libraries, etc., to provide students with diverse learning materials and tools. These resources not only increase students' learning sources but also improve the flexibility and convenience of learning, enabling students to learn anytime, anywhere.Finally, teaching assessment and feedback are indispensable aspects of blended learning. Teachers need to track and assess students' learning progress through various assessment methods, such as online quizzes, assignment submissions, project presentations, etc. Additionally, teachers need to provide timely feedback to students, helping them identify problems and improve their methods, thereby enhancing learning effectiveness and academic performance.In conclusion, the adjustment and innovation of teaching methods in blended learning aim to better meet students' learning needs and improve their learning outcomes. Only by continuously adjusting teaching methods and fully utilizing the advantages of modern technology can the true value of education be realized, nurturing more comprehensively developed talents.

## 6. Evaluation and Reflection in Blended Learning

### 6.1 Evaluation of Student Learning Outcomes

In blended learning, assessing students' learning outcomes requires considering their performance across various subject areas and their learning activities both inside and outside the classroom. Here are some methods and criteria for evaluating student learning outcomes:Firstly, consider students' academic performance. Schools can assess students' academic performance through traditional exams, assignments, projects, etc., evaluating their mastery of knowledge, analytical skills, and problem-solving abilities.Secondly, focus on students' participation and interactivity. In blended learning, students can engage in various teaching activities through online platforms, such as discussions, collaborative projects, and online exercises. Therefore, schools can assess students' learning outcomes by observing their participation and contributions in these activities.Moreover, emphasize students' self-directed learning abilities. Blended learning emphasizes students' autonomy and self-management skills. Therefore, schools can assess students' learning outcomes by examining their self-directed learning activities both inside and outside the classroom, such as their study plans, notes, and independent reading.Additionally, evaluating students' innovative and problem-solving abilities is also essential in blended learning. Schools can assess students' learning outcomes through classroom projects, practical tasks, etc., evaluating their innovative thinking, teamwork, and problem-solving skills.Finally, schools can evaluate students' learning outcomes through

self-assessment and peer assessment. By encouraging students to reflect on their learning processes, identify areas for improvement, and develop action plans, and by providing peer feedback and evaluation, schools can gain a more comprehensive understanding of students' learning outcomes.In conclusion, evaluating students' learning outcomes requires considering their performance in academic achievement, participation, self-directed learning ability, innovative thinking, and problem-solving ability, as well as their learning activities inside and outside the classroom. Only through multiple evaluation methods and multidimensional evaluation criteria can students' learning outcomes be accurately assessed, promoting their comprehensive development and growth.

*6.2 Teacher Reflection and Improvement in Teaching*

In blended learning, teacher reflection and improvement are crucial and can be achieved through several aspects:Firstly, teachers need to reflect on the effectiveness of their teaching methods and strategies. They can review classroom teaching and online teaching, analyze students' learning responses and outcomes, evaluate the implementation of teaching activities, and identify problems and shortcomings in teaching.Secondly, teachers need to consider how to adjust and improve teaching based on student feedback and learning outcomes. According to students' learning performance and feedback, teachers can adjust teaching content and methods, providing learning tasks and resources that better meet students' needs.Moreover, teachers can continuously improve their teaching abilities and levels through the results of teaching reflection. By participating in educational training, exchanging ideas with colleagues, reading educational professional books, etc., teachers can continuously enhance their teaching skills and teaching philosophy, providing higher-quality teaching services to students.Additionally, teachers can actively participate in teaching research and teaching reform projects at school, exploring teaching innovations and best practices in blended learning. By exchanging ideas and collaborating with peers, teachers can learn from others' experiences and lessons, deepen their understanding of blended learning, and improve their teaching levels.Finally, teachers need to continuously reflect on and adjust their teaching attitudes and methods to maintain the vitality and innovation of teaching. Only through continuous reflection and improvement can teachers better adapt to changes in the educational environment, better meet students' learning needs, and achieve educational goals.In conclusion, teacher reflection and improvement are essential aspects of blended learning. Only through continuous reflection and adjustment can teachers improve their teaching levels and teaching quality, providing better educational services to students.

## 7. Conclusion

The introduction of blended learning has brought both new opportunities and challenges to education. By integrating the advantages of traditional face-to-face teaching and modern online learning, blended learning provides students with more flexible and diverse learning methods. Students can choose suitable learning paths and times based on their learning needs and rhythms, accessing rich learning resources and support both in offline classrooms and online platforms. In blended learning, teachers not

only serve as knowledge disseminators but also play crucial roles as guides and organizers of student learning. Through diverse teaching activities and resources, teachers stimulate students' learning interests and potentials. However, blended learning also faces challenges such as adjusting and innovating teaching methods, reallocating educational resources, and reconstructing educational environments. Therefore, the development of blended learning requires joint efforts from educational institutions and practitioners, increasing investment in teacher training and technical support, enhancing teachers' teaching abilities and levels, and providing better educational services and learning support for students. In conclusion, blended learning is an important direction for educational reform and innovation. Through continuous research and practice, we can optimize teaching models, improve teaching quality, and lay a solid foundation for students' future development.

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