

The Application and Practice of Original English Movies in English Teaching

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Abstract: With the development of economic globalization, there are more and more opportunities for cross-cultural communication, and the international community has an increasing demand for English talents, which requires colleges and universities to cultivate a large number of talents with language ability and cross-cultural communication ability. As an important cultural carrier, film is widely loved by people. English soundtrack movies have received great attention in College English teaching because of their real language situation, vivid and authentic language expression. This paper studies the specific application of English soundtrack movies in College English teaching, with a view to improving the quality of College English teaching, enhancing students' English communicative competence and further improving their cross-cultural communicative competence.

1. Introduction

With the deepening of economic globalization year by year and the gradual improvement of the status of English in the international community, there are more and more scenes of cross-cultural communication in English in daily life, study and work, especially for people who have received higher education, the use of English can be said to be everywhere. Therefore, for college students, the study of College English courses is particularly important. As an important cultural carrier in the current society, film is deeply loved by people. With authentic English pronunciation, various dialogue scenes and sentence structures close to life, English native movies play an important role in College English teaching and are a good medium to guide students from standard English to daily English.

2. The Feasibility of Applying Original English Movies in English Teaching

2.1. Rich English Soundtrack Film Resources

Due to the early economic development and the rapid development of science and technology in the west, cameras and other film production equipment have been popularized one after another, giving directors sufficient premise for shooting. A large number of excellent novels and literary works provide directors with sufficient film themes, and various factors have led the western film resources. At the same time, because of today's digital streaming media era, it is easy to download western film resources. Only through computer Internet and USB flash disk and other devices, we can obtain rich film resources, which can be used as teaching materials for teachers.

2.2. Reliable and Authentic Language Output

The sentences used in English native movies are also used daily by western people. The output of their language is not only true and reliable, but also close to life, which has a good effect on students' oral English teaching. And students can also learn the pronunciation, rhythm, abbreviations and other characteristics of English sentences in the film, so as to effectively improve the communication ability with international people.

2.3. Vivid and True Cultural Input

Every country has its own unique language and culture. If you want to master a language more deeply, you must master the language and culture of the local country. By watching native English movies, we can understand the cultural characteristics of English speaking countries in real scenes,

characters and backgrounds, so as to learn more “authentic” English in the way of real culture transmission, which plays an important role in improving the application of English for students.

3. Application Principles of Original English Movies in English Teaching

On the whole, English soundtrack film teaching is conducive to the efficiency of English teaching, but the actual teaching effect still depends on whether the teaching can be arranged reasonably and the film materials can be used correctly.

3.1. Choosing the Right Movie Materials

English listening and speaking ability is a common weakness of Chinese college students. At first, when using film materials for teaching, we should consider the overall level of students and choose films with relatively simple content and slow speaking speed, so that students can guess most of the dialogue content through the film screen. In addition, try to avoid movies with more slang and dialects, reduce students’ initial learning obstacles, and improve students’ confidence. The selected films should be close to life, with rich and moving plots, simple and understandable language, and authentic and clear pronunciation. Teachers can start with classic cartoons, such as *Ice Age* and *Sleeping Beauty*, or choose a complete set of standard audio-visual textbooks, such as *Family Album U.S.A.*, to present a complete story in simple language. In addition, film selection should be targeted at different learning objects. Students of different majors have different thoughts, and the interests of boys and girls are also inconsistent. Teachers should try to choose films that meet the emotional or professional needs of the whole class, so as to combine teaching with fun and improve teaching efficiency.



Figure 1 Classic English original animation *Ice Age* and *Sleeping Beauty*.

3.2. Preparing for Teaching Before Class

Any activity aimed at teaching must be carefully prepared in advance. English soundtrack film teaching should also be well prepared before class in order to be targeted. Teachers can assign pre-class preparation tasks, and let students check the story background and character profiles of the selected films in various ways, so that students can form a perceptual knowledge before class. In addition, students can collect vocabulary, sentences and extended reading materials related to the theme of the film by themselves. After a series of preparation, students can master the vocabulary, dialogue and background knowledge related to the theme of the film, and can enjoy the film more easily in class. And with a certain understanding in advance, students not only pay attention to the story itself, but also have the ability to discover the flexible language use in the film and the wonderful use of language in different scenes, which helps to enhance the interest and profundity of the classroom.

3.3. Teaching Activities in the Film Viewing Process

Appropriate activities can be interspersed in the process of watching videos in class. On the premise of not interrupting the rhythm of the story, the teacher can divide the film into several segments in advance, or stop the film at any time to guide the students to have a topic discussion or

ask questions about the content they have seen. In case of typical language use cases, playback, freeze frame and other methods can be used to focus on the selected fragments, and grammar explanation can be carried out along with the story plot to strengthen students' understanding of language expression forms in different cultural backgrounds. In addition, teachers can guide students to discuss the cultural background, values, life attitudes and communication forms of the film, so as to deepen students' understanding of the theme of the film.

3.4. Summary and Explanation after Movie Viewing

After watching the film, the teacher can systematically summarize the language fragments in the film that are different from the common Chinese grammar, and give the students a general explanation. In addition to the explanation, take part of the class time to the students, so that the students can discuss and exchange their feelings about watching the film independently, or make an oral or written summary of watching the film. Recommend extended reading materials for students after class, strike while the iron is hot before students' attention to the film fades, and induce students to actively expand their understanding of other knowledge related to the film. It should be noted that the primary goal of watching English original films is learning rather than entertainment. Teachers must not put the cart before the horse when using video materials for classroom teaching. Otherwise, students will not help the application of English language even if they watch the film with great interest, but will breed boredom and think that teaching activities "hinder" the viewing effect of the film. In order to avoid this result, teachers must clearly inform students of the purpose of this movie viewing before watching, and control the rhythm of movie viewing and teaching, so that students' emotions can be easily switched between entertainment and learning.

4. The Application of Original English Movies in English Teaching

4.1. Improving Students' Listening Ability with the Help of Acoustic Films

In College English teaching, teachers can divide students into two groups according to their actual listening ability. In the process of playing English original movies, teachers can ask students with good listening skills not to watch Chinese subtitles, but to watch the picture and listen to the speech. After watching, let students retell what they see. For students with relatively poor foundation, teachers can allow this part of students to watch Chinese subtitles, and the viewing time of each clip can generally be controlled at about 30 minutes, which is more conducive to concentrating students' attention. At the same time, it can also be carried out through the modes of "combination of listening and reading", "combination of listening and writing", "combination of extensive listening and intensive listening", and the specific operations are as follows.

First of all, in the process of combining listening and reading, teachers should set up corresponding questions before students formally watch, such as "who is he?", so that students can watch with questions instead of simply looking at the plot, so as to strengthen students' understanding of the plot and language, and truly improve the effect of listening teaching. According to relevant surveys, students can remember about 10 percent of the information if they listen only, and about 30 percent of the information if they look only, but if they combine listening with looking, they can remember more than 60 percent of the overall information.

Secondly, by combining listening with writing, teachers can guide students to form a good habit of taking notes in the process of playing English short films. In this way, after the students watch the film, the teacher can screen the clips for dictation. In this link, the teacher can allow the students to write the main idea without missing a word, so as to enhance their interest in learning.

Finally, in the process of combining extensive listening with intensive listening, teachers can ask students to listen extensively when the film is played for the first time, and the main goal is to understand the main idea of the article. Listen carefully while watching the second passage, and try to imitate the intonation and speed of the passage. Such long-term persistence can greatly improve students' oral English expression ability. For example, when watching the movie *The Sound of Music*, the teacher can choose Maria to teach the children to learn the clip of notes and let the

students sing along.

4.2. Improve students' translation ability with the help of acoustic films

In College English teaching, students can write their own impressions after watching the film every time. The content can include film reviews, general idea of the film, key cleaning overview, etc. if there is enough time, some classic clips can also be replayed, so as to deepen students' understanding of the theme and connotation of the film and improve students' English thinking ability. In addition, in the process of playing English movies, teachers can screen the classic clips, let students listen to and copy word by word, and then translate the content they listen to and copy. This learning method realizes the effective combination of translation, hand copying and ear listening, which can maximize the mobilization of students' thinking and improve their language application ability. At the same time, it can also test the students' learning situation.

After watching the film, teachers can also summarize the film reviews of other audiences, share and communicate with students in class, and encourage students to put forward different views. For example, in the film review of Forrest Gump's true story, the more common one is "stupid people have stupid blessings". Teachers should make students dare to have different opinions. To this end, teachers can let students try to define "what is success?" Guide students to think deeply by setting questions, encourage them to express their views, and improve students' language expression in a relaxed and pleasant classroom atmosphere.

5. Conclusion

As an extremely effective auxiliary material in language teaching, English soundtrack films have been widely valued by College English teachers. In classroom teaching, teachers can use rich English soundtrack film resources to activate the classroom atmosphere and improve the quality of classroom teaching. The real context presented by English original films is conducive to improving students' comprehensive ability of using English language and their ability of cross-cultural communication. It is worth noting that when teachers use English original films in classroom teaching, they not only need to choose the types and themes of films, but also give correct guidance to students, so as to help them improve their basic language ability, deepen their understanding of English film and television art and its value, and make full preparations for their future cross-cultural communication.

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