

Functions of English Movies on English Learning

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Abstract: With the development of multimedia, English movies play a more and more important role in the process of English learning. The language in movies is the most authentic language that is closely related to life. As well as stimulating the learners interest in learning, English movies are also carriers of the culture, providing a national background and atmosphere for the learners, so that they can understand the cultural differences better from different angles, aspects and channels. Learners of different level need to choose the appropriate level of movies. While watching a movie, learners need full and deep multi-sensory participation, paying more attention to the language itself than the plot. And learners need to choose movies with healthy, positive and optimistic themes. Comparisons are also important while watching which one will be of a great help in the future cross-cultural communications.

1. Introduction

"English-Teaching Course Requirements" issued by the Ministry of Education in 2004 clearly states: "The goal of college English teaching is to develop students' comprehensive ability, especially the ability of listening and speaking, so that they can effectively carry out oral and written information exchange in English in their future work and social interactions, while enhancing their autonomy and improving their comprehensive cultural literacy to meet the needs of social development in China and international communication." Therefore, facing different situations and emotions, connecting language with reality, and communicating in English fluently is the highest purpose for students to learn English

With the popularity of internet, English movie has gradually entered our lives. As a form of entertainment that integrates audio and video, English movie has the characteristics of rich culture, vivid language, and appealing content. Therefore, it is not only a carrier of culture, but also a platform for language learning. Using multimedia as the main teaching method, excellent English original classic movies as the teaching material, through multi-modal training of the combination of visual and listening, we can further enhance students' listening and speaking from two aspects: language ability and intercultural communication ability, while improving their cultural literacy and enable them to communicate more effectively in English. Therefore, by watching the original English movies, students can further understand the cultural traditions, customs and values of the English-speaking countries while improving their English listening and speaking skills. It not only improves students' comprehensive application ability, but also cultivates their cross-cultural awareness, making them qualified foreign language talents and making more contributions to national development and international exchange.

2. The Positive Significance of English Movies to Improve Students' Interest in Learning

As a static and single teaching mode, the traditional classroom English-teaching seems mechanical and rigid with English textbooks, blackboard and teachers' explanations. The English teaching for decades has been unable to meet the objective needs of students to pursue diverse learning forms. As the form of broadcast media becomes more and more abundant, students need to integrate other forms

of learning, including movie. Movie has ups and downs of the storyline, with personalized character dialogue, dynamic images and pleasing music. It is a form of cultural entertainment that integrates audio and video, and as a form of language, it also stimulates students' learning interest. As a carrier of regional culture, movie can fully display the regional cultural characteristics, so that learners can love to penetrate the regional culture behind the language through this art form. The real reason to hinder the normal communication and development of the two sides is the difference in culture. English movie is a mirror of the national and social's culture and life, with the function of cultural communication. It not only reflects the customs, thinking styles and values of different countries, but also reflects the problems and trends of different societies.

For example, in "Forrest Gump", there are representative historical events such as the Vietnam War, the anti-war wave, the establishment of diplomatic relations between China and the United States, and the Watergate Incident. By watching "Gone with the Wind", students can have a deeper understanding of the living conditions and customs of the people in the South during the Civil War. At the same time, the customs and lifestyles of these countries are also reflected by the cultural information conveyed by the actors' dialogue. We can find the cultural differences between Chinese and English countries from multiple angles, aspects and channels, and face the differences between Chinese and English and apply them to practice. All these can enable students to better understand the cultural differences between China and the West, expand their international horizons, and provide favorable conditions for the development of intercultural communication skills.

Although the English that has been learned from books doesn't have any expressing problems, it is seriously out of touch with the development of English itself, and is lagged far behind. With the characteristics of advancing with the times, the language learned through English movies can be closely combined with the times, and some new expressions are also displayed in the movies. As a cultural carrier of contextual blending, English movies can provide an English learning situation with pictures, sounds and English. The language in the movies is the most authentic language that is closely related to life. It includes not only the background of the language, the emotional atmosphere, but also the emotional elements of the characters' dialogue. It is the refinement and reprocessing of the language atmosphere and practice. The language learning environment is more conducive to students' learning and understanding, and has greater appeal and attract, allowing students to subtly integrate into true English learning environment.

3. Strategies for Improving Learners' Interest in Combination with English Movies

3.1 From Easy to Difficult, Step by Step.

In addition to the storyline, the tension of conflicts, another indispensable decisive factor for English original movies to attract viewers is the authentic English dialogue. The comprehensive application of oral language, idioms, proverbs, etc. adds a personalized color to English movies. There are many types and large numbers of English movies. It is necessary to avoid dialogues that are too long and complicated, or those that are too shallow. It is necessary to find a match between movie language and English learning. Therefore, in order to improve the learner's interest in learning through English movies, it is necessary to choose the movies from easy to difficult according to the level of learners.

3.2 Multi-sensory Integration, Full Participation.

The essence of language is a communication tool. Therefore, in order to improve the learning effect, learners must use all the senses to participate deeply. Through dynamic pictures and sounds, English movies can effectively stimulate learners' initiative and desire to participate. Rich dialogue and imagination can also stimulate students' association and creativity, and transfer students from a rigid passive learning in classroom. Create a relaxed and enjoyable learning and display environment.

The nature of language as a communication tool determines that learners need a deep multi-sensory participation for a better and faster learning. Full and deep participation of

multi-sensory is also an important strategy to improve students' interest in learning by combining English movies

3.3 More Attention to English Learning.

The purpose of watching a movie is to learn English, not to watch the plot of a movie. English pronunciation is an important part of English learning. In the traditional English listening and speaking materials, the tone, intonation and speed of a speech in the dialogue are carefully arranged and processed. The sound is smooth and rigid, which is very different from the English language environment in real life. The authentic real language environment provided by English movies can improve students' listening ability and spoken language pronunciation. The original English and American sounds in English movies can help students correct their wrong pronunciation. In the original English movies, some words and sentences are used more widely and flexibly. In order to communicate better in our daily life, students need to learn more grammatical knowledge from those movies. The natural English pronunciation and true emotional expression in the movies also enable students to communicate more naturally with others. Even when communicating with native English speakers, they can not only understand what they are talking about, but also speak more fluently and quickly with no sense of distance. The original film is closer to real life, providing a good learning environment and learning atmosphere for language learning, giving students an immersive feeling. In the process of learning and practice, through the dialogue, beautiful music, real scenes in the original sound movies, plus the ups and downs and fascinating storylines, students can pay attention to imitating the pronunciation, intonation, accent and weak reading of words. Etc., as well as the continuous reading between words, the loss of blasting, the rhythm of the whole sentence, the tone and the expressions, movements, gestures, etc. of the live characters, improving their correct understanding of the dialogue of the characters and the comprehensive grasp of the dialogue content.

3.4 How to Choose a Movie.

3.4.1 Choosing movies that are appropriate for the language level of the learners

It is extremely important to choose an English movie that meets the language level of a learner. Beginners in English should choose a movie with slow speech, clear pronunciation, simple language, and easily understandable themes with both Chinese and English subtitles, such as cartoons and romantic comedies; Students will feel frustrated, confused, and even feel that they will never understand "real" English if the movies are beyond their understanding. For learners with higher language proficiency, the movies should contain a variety of expressions, including fast speech speed, standard pronunciation and other accents, covering multiple contexts, and the theme should be more thought-provoking with only English subtitles.

3.4.2 Choosing movies with positive values

Movies reflect the beliefs, values, customs, and history of the target language as an art form with rich cultural content. In particular, the values that language learners have formed in their mother tongue culture will be affected by the values reflected in English movies. This is especially true among younger English learners. Young English learners are sensitive, open and inclusive towards foreign cultures, and their beliefs and values have not yet been shaped. So there may be a lack of criticism when they study foreign cultures. Their willingness to learn foreign cultures is strong; it is easy for them to accept the values conveyed by the target language culture. However, the values conveyed in English movies conflict with the values of the learner's mother tongue culture, not necessarily positive, and sometimes, causing cultural shocks. For example, the individualistic values expressed in many English movies are contrary to the collectivist values advocated by Chinese culture. In the process of learning, learners may feel confused and uncertain about which values they should accept. One of the purposes of using English movies for language learning is to help learners see the world in the right way. Learners should choose movies that convey positive values and do not deny the beliefs and values of native language culture. Therefore, the theme of the movie should be

healthy, positive and optimistic to help learners establish the right beliefs and values.

3.4.3 Choosing movies that reflect the culture of the target language

When choosing a film that reflects the culture of an English-speaking country, learners should not limit movies in the United Kingdom or the United States. They can also choose movies from other countries, such as Australia, Canada or India. This helps to better understand different cultures between China and these countries. The difference is to expand the field of intercultural communication for English learners.

3.4.4 Choosing movies with multiple communicative contexts

English movies can be classified into many different categories according to the specific language communication environment. When choosing movies, you should choose movies that including a variety of daily life communication environments, such as hospitals, banks, hotels, schools, libraries, job hunting, renting, etc. In different cross-cultural communication contexts, learners can learn how to adjust language expression, interactive conversations, and relationships with partners, body language, etc. These movies can not only train their listening skills, but also expand their knowledge capacity learn and enable the learners to achieve effective communication and meet the minimum requirements of the communicative context.

4. Conclusion

In conclusion, in today's world integration trend, English, as a worldwide tool language, plays an important role in the process of globalization. The continuous popularization and development of modern information multimedia technology has made English movies an important way to learn English. The real atmosphere of English movies, more specific daily English communication forms can not only greatly enhance students' interest in learning, broaden the scope of students' knowledge, but also exercise students' language input and output ability.

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