Strategies of Incorporating English Movies into College English Teaching

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ABSTRACT. For college students who are interested in English original movies, it is a relatively effective approach to boost their impetus in English learning by appreciating original movies, which can improve the oral status for college students who dare not speak English. This perceptual approach has made students accept information from "reading" to "watching", and changed their cognitive ways for information processing. Therefore, this work first studied the theoretical basis and teaching strategies of applying English movies teaching in College English teaching, then deeply analyzed the matters needing attention in the course of English movies teaching, and finally optimized the college English teaching system to a certain extent, which is expected to stimulate students' subjective initiative in English learning.

KEYWORDS: College english, English movies, Theoretical basis, Teaching strategy

1. Introduction

English is a kind of language, and only practice can make perfect. Therefore, there are many ways to learn English. At present, the majority of college English teachers in China have made extensive exploration in English teaching methods, such as improving students' interest in learning by making students read interesting articles, and listening to English radio, participating in English corners; however, the author considers that the most effective way is to improve English teaching level through English original movies. Movie is an information transmission tool that combines language, sound and image [1]. Its beautiful language and magnificent picture can attract people more easily, and make people accept more information. Besides, people can also experience western cultural values while learning the language [2]. Therefore, the skilful use of English original movies can make college English teaching get twofold results with half the effort.

2. The Theoretical Basis of English Movies Applied to English Teaching

The teaching method of using English movies to assist English teaching and improve teaching efficiency is to combine auditory image with visual image fully, and perceive stereoscopic foreign language learning materials, which is a typical audio-visual teaching method based on Saussure's structuralist linguistics. Audio-visual teaching method emphasizes the principle of oral leading, which means the oral English is the first, and listening and speaking takes precedence over reading and writing. This is in line with the teaching objectives of *College English Curriculum Teaching Requirements*. The teaching requirement of college English is to cultivate students' comprehensive application ability, especially listening and speaking ability, so that they can communicate effectively in English in their future study, work and social communication. At the same time, audio-visual teaching method emphasizes the combination of life in the context of teaching. The repeated connection between English movies and textbook content in the classroom can stimulate students to "react" when they encounter similar scenes, which conforms to the viewpoint of behavioral psychologists that language habits are formed through "stimulation-response": it is similar to the behavior of learning mother tongue by children, which is conducive to the formation of students' second language acquisition.

The foreign language teaching mode in China is deeply influenced by the "Input Hypothesis Theory" of Krashen (1972). According to American linguist Krashen, comprehensible input is the main factor in second language acquisition. He also proposed that the optimal language input should conform to the "i+1" formula (i is the current level, 1 is the level slightly above the i). The main task of teaching is to provide sufficient understandable input. However, it is known that students have limited time to study college English in class, therefore, it is necessary to seek a beneficial supplementary learning method after class. English movies provide a lot of input of language material, especially the original English movies with English subtitles, which not only enhance the auditory stimulation of students, but also

help students understand the listening [3]. It also deepens students' memorization of English expression, and it is warmly welcomed by students. *College English Teaching Requirements* also requires college English learning to improve students' comprehensive cultural literacy, so as to meet the needs of social development and international exchanges in China. Movie is also the carrier of the culture. The original English movies provide a "real" context for students to learn English. While watching the film, students are also "influenced by the culture of its target language". Meanwhile, the main feature of the original English movie is the pure English pronunciation, which is all authentic English or American pronunciation. It helps to correct students' pronunciation, improve their oral level and form idiomatic oral expression.

3. Main Strategies of Applying English Movies in English Teaching

3.1 Prepare Suitable Movies and Guide Them Patiently and Actively

Teachers can choose movies with relevant content according to the text, deepen students' understanding of the text through the movie, and through appropriate guidance, put forward a series of questions according to the movie for appreciation. For some classic sentences, students can be asked to memorize and recite by combining the characters with the plot. Additionally, for the students who have just started to contact English original sound movies, teachers should choose some movies which are easy to understand, humorous, and have slow speaking speed, so as to attract students' attention.

For example, the Hollywood blockbuster, "Brave Heart", is mainly about patriotic stories. Although ideological education can be carried out while watching the film, it is not suitable for English learning since many Scots are used in the film, which is difficult to understand and not conducive to the development of students' English environment. However, the classic movies such as "Waterloo Bridge", "The Sound of Music", and "Casablanca" are different from ordinary films. These classic films are widely circulated to help students deepen their memory. Under the specific historical background of the movie, students can deepen their understanding of western culture and consider what happens in the movie from their own perspectives. In the classic movie "Forrest Gump", the protagonist Gump makes a connection with many important events in the United States from the 1950s to the 1970s, such as Vietnam War and Watergate scandal, all of which are relevant to the social background of the time. It is obvious that these stories cleverly reflect the author's satire and humor.

3.2 Organize Classroom Teaching and Use Movies Rationally

(1)Create scenarios. Compared with the traditional English learning materials - textbooks, English movies have not only a large number of daily vocabularies, which can teach students basic language knowledge, but also wonderful plots, vivid characters and rich pictures, which can bring students from the boring book language learning into the real language environment constructed by the movie. learning interest is driven by this, the classroom atmosphere is active, learning efficiency is improved. The learning interest is thus driven, the classroom atmosphere is active, and the learning efficiency is improved. Therefore, movies can be used to carry out classroom introduction, form diverse classroom scenes and stimulate students' learning enthusiasm [4].

(2) Carry out teaching. The subject matter of the movie should be extended according to the content of English teaching texts to strengthen students' language memory. First, teachers explain the vocabulary and grammar beyond the text in advance for students to understand. For instance, Wasn't I a dish? - Wasn't I beautiful? Count me in - Include me; It's settled then - We have agreed upon it; I need to catch up on my gossip - I want to know the latest rumors about me.

Students can learn and understand according to the film combined with the content of the article. Teachers should choose a suitable and easy-to-understand paragraph in the whole movie according to the students' listening situation, and guide the analysis and appreciation. Students should also master the situation of the western countries in the movie at that time, so as to understand the psychological state and language situation of the characters at that time more concretely. For the first time, teachers should let students watch a movie with subtitles, then play a movie with the same content without subtitles, and let students think carefully and understand the main idea of the article.

Teachers should study the selected movies repeatedly, be familiar with the progress of the plot, select the fragments of the related teaching content as the focus, sum up the colloquial expressions such as slang and colloquial expressions that appear in the movie, and help students understand the new word barriers in the film in advance and supplement the relevant knowledge information. The situation that students forget after watching should be avoided. Before playing the movie, teachers should reasonably design the teaching content, set up the questions related to the movie in advance, and let students think with the problem in the process of watching. In the process of listening, it is easy for students to follow, imitate and cultivate a sense of English language for the fragments with pure and clear pronunciation and moderate speech speed in the movie. For important and difficult fragments, repeated listening is required, and students

should take dictation in written form, so as to improve the accuracy of spelling and dictation. Dictation is a process of intensive training of listening, which requires students to concentrate to the greatest extent, listen to materials, catch the drift and write down the key points in the shortest time, which is very helpful for students to improve their listening level [5].

(3) Classroom training. It is necessary to train "speaking" in college English teaching. Teachers can select the classic segments with more dialogues in the movie, and divide students into groups, act different roles, consciously imitate the tone and pronunciation of different roles in the movie, improve their oral ability, and deepen their understanding of the essence of oral English. In this way, students can accumulate a lot of vocabularies, and improve the confidence of oral communication. A good movie can arouse students' resonance and strong movie reflection. Writing impressions in English and making a written summary according to the content of the movie can exercise students' written English ability.

4. Summary

At present, with the further development of China, China is getting closer to the world, and the demand for high-quality English talents for social development is in short supply. Therefore, it is imperative to enhance the training of English talents in college English education. In order to further improve the quality of English teaching, the vast number of English educators have carried out a lot of exploration, and one of the effective methods is to use English original movie teaching. The original sound movies can provide authentic spoken English, which combines sound, picture and plot in a stereoscopic way to promote people to actively engage in English learning, and make up for the shortcomings of traditional teaching methods. At the same time, movies provide students with a real language environment, so that students have an immersive feeling, which is more convenient for English learning. However, teachers should also note that when teaching with movies, they should choose films carefully, choose films suitable for learning, and grasp strategies to solve problems in the teaching process in time, so as to achieve the desired results.

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