

Discussion on English-Language Films and College English Listening Teaching

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Abstract: The development of economic globalization has granted people more opportunities for cross-cultural exchanges, and therefore, the demand for English language talents in the society has gradually increased and more requirements for English language talents have also been continuously set out. Therefore, high-quality English language talents who are capable of cultural exchanges and communication are very important. English language films are a very important carrier in English learning. It is a beloved tool for learning English language due to its nature. In addition, the vivid situations, interesting speeches and expressions, and intuitive auditory impacts in the English language films provide very effective materials for college English listening teaching, and have therefore been highly valued by the college English teachers and educators. In view of the above, this article discusses English language films and college English listening teaching. The main purpose is to improve the quality of English listening teaching and students' cross-cultural communication skills.

Keywords: English language film; College; English listening teaching

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1 Introduction

Judging from the current circumstances of English language teaching in colleges and universities, there is a clear phenomenon of inequalities of input and output, which is also a key issue that has plagued the education community in recent years. Chinese students

have been learning English language since they were children until they went to college. As a matter of fact, however, the English language level of many students is still very low, and they still cannot understand or speak in English. In this regard, it is necessary to reform college English teaching. Listening is the key component of English teaching. Only when students understand clearly can they have the opportunity to speak. However, there are many problems in the current college English listening teaching, which directly affect the improvement of students' listening level. How can we solve these problems? This article analyzes from the perspective of the combination of English language films and college English listening teaching, in a teaching approach to utilize the intuitiveness, life relevance, and richness of English language films to carry out listening teaching activities. After testing and implementation, this method has proven to be effective in teaching. The specific details are explained in the following.

2 Listening Teaching

Speaking English is very difficult for most students, so teachers are more inclined to correct students' pronunciation, stress, intonation and grammar in teaching. However, the basic skills of listening are often overlooked by teachers and are not explained in detail. The specific skills of listening include being able to understand the main content, being able to understand the details, being able to distinguish the similarities and differences between what was heard, being able to understand the speaker's intention, and being able to understand the speaker's attitude. Therefore, in college English listening teaching, teachers should appropriately and properly explain listening skills, so

that students' listening level will be greatly improved. As mentioned in the following, listening teaching is divided into three stages: pre-listening, while-listening, and post-listening^[1].

Pre-listening is the first stage of listening teaching. This stage is the preparation stage, which serves to give warming up session to the students. Specifically, students are allowed to clearly understand the content and purpose of the listening practice in advance. During the listening practice, students can combine existing knowledge reserves with listening contents to better evoke students' understanding of relevant knowledge. In the pre-listening stage, teachers can show students pictures related to listening, introduce content background, and explain the questions related to the listening practice.

While-listening is the second stage of listening teaching. This stage is the implementation stage, which mainly trains students' ability to obtain information. Students' interests and abilities should be considered in the selection of listening materials. Listening is based on linguistic meaning, and thus, teachers and students should not focus too much on details. In the course of conversation, students should be guided to pay attention to the circumstances as described in the clip, the purpose of the conversation, the context of the language, and pay attention to the language transfer, the change of roles, etc. Students should be taught to speculate the direction of story development in a step by step manner in order to train students' exploration skills and English mindset.

Post-listening is the third or final stage of listening teaching. This stage is the feedback stage, which is mainly to train 'input-output' skills. During this stage, students should learn to reflect, find the reasons for not understanding, and reflect on the context according to the clip content. In the post-listening phase, activities such as question and answer, interpretation, role-playing and testing can be carried out.

3 Advantages of English language films

Film is an art, a combination and reaction of human civilization and real life. English language films can provide a rich, real life situation and native English atmosphere. The artistry, fun, culture and life as described and shown in the movies can be a good influence on students, so that students can be influenced and inspired. Therefore, the effect of applying English language film in English listening teaching is very

significant.

3.1 Conducive to creating context and training students' language skills

The way of English language films can create an authentic language environment for students and enable them to practice language skills in the real environment, which is more conducive to motivating students. Context is an environment formed by people in the process of language communication, and it has very important significance for the proper expression of language. The best language environment in English learning is to live in an English-speaking country, but this is not in line with reality, so the application of English language films can provide a semi-real language environment and give supplementary help to classroom teaching^[2]. Therefore, when reusing English language films, teachers should reserve more opportunities for students to listen and speak, provide them with a scene of language communication, and enable students to use and converse in English with others. This can improve students' language skills.

3.2 Conducive to enhancing students' understanding and memory

Studies have shown that language and expressions such as sound and images are more conducive to enhancing students' understanding of learning content, especially to listening. The English language films transform traditional sound elements into images, and the language information becomes more solid and complete. Thus, the meaning and context become clearer, which is more conducive to students' understanding and memory.

In English teaching, introduction to scenario is one of the most important methods. This method can help students understand and grasp the meaning of language through the creation and introduction of various scenarios, and encourage students to communicate. Learning listening with English language films is more conducive to students' understanding and memory of language because this method can truly reflect the life situations of English-speaking countries, introduce students to the storyline, and allow students to experience the lives and emotions of the characters in the story. In the listening materials of the past, background music was removed and communication was separated from the real environment. Learning with this kind of listening material was not conducive to students' intuitive language cognition. The authentic background and the communicative environment in

English language films not only allow students to listen to the conversations in the movies, but also to allow them to experience and immerse in the culture as described in the movie, which will greatly affect students in the subtle way^[3].

3.3 Conducive to attracting students' attention and stimulating their interest in learning

English language films naturally express language, cognition, and emotion through their rich contextual content and story. The presentation could quickly resonate with students, which is more conducive to attracting students' attention. Attention is one of the important factors that affect the learning efficacy. Interest is a very important catalyst in student learning. At the same time, in English language films, there are many personalized characters and pictures, which can stimulate students to imitate, effectively stimulating students' interest in language learning. Using the artistic appeal and story of English language films can reduce the language learning burden of students and make English learning process more fun.

In the process of learning English listening, the teacher introduces the students to the scene of English language movies by playing the soundtracks in English, and then spends some time guiding the students, so that the enthusiasm of students in learning English listening can be increased. In this way, teachers can combine listening teaching with film watching, allowing them to naturally understand the characters of the film. In this way, it is easier for students to overcome their fears, imagine that they are in the English-speaking world, and enable them to exercise their listening skills in a pleasant learning process^[4].

3.4 Conducive to fostering cross-cultural awareness of students

English learning is not just about learning language contents, but also about learning culture. Language and culture are inseparable, so it is equally important to learn both language and culture. In English learning, teachers not only explain the language structure, but also the cultural content of exchange occasions at international level. English language film, as a teaching carrier, contains language knowledge and all-encompassing cultural content. In addition, English language film has expounded the culture from many aspects and angles. Therefore, the use of English language films for teaching is very beneficial to the cultivation of students' cross-cultural awareness.

4 Application of English Language Films in College English Listening Teaching

The role of English language films in college English listening teaching is getting more apparent, so many teachers have begun to play English language movies while teaching English listening. However, there is a lack of planning and purpose in this regard. Particularly, teachers did not think carefully before playing the movie, instead, movies are randomly selected and played without interruptions for explaining the specific educational purpose of the movie to the students. In this case, the students did not know the significance of the film. Therefore, watching movies has become merely an entertainment in the English listening lesson, and desired teaching effect cannot be achieved^[5]. Therefore, how should the English language film play a role in college students' English listening teaching, so as to achieve the expected teaching effect of assisted listening classes?

4.1 Reasonably select English movies based on educational content

The choice of English language films should be considered from three aspects. Language is the first aspect to consider. The language in English movies must be clear and standard, and the speaking speed in the film is moderate. The movies that contain too many slang words should be avoided as it will not only be detrimental to the students' understanding of the content, but also reduce their learning confidence. The second aspect to consider is the theme of the story. The theme of a selected film must be positive and free of violent and vulgar content. The third aspect is the length of movie^[6]. Owing to limited duration of lesson, it is not possible to play the entire movie at one go in a lesson. It is necessary to choose a film with obvious educational purposes. At the same time, the content of selected film must be related to listening, so as to highlight the pertinence to teaching.

4.2 Instructional design of teaching using English language films

The content of English language movies is very extensive, so teachers should carefully design the teaching content involving the use of English language movies.

The first instructional design is the focus on the development of students' listening and speaking abilities. In the past, teachers focused too much

on listening teaching in the lesson and ignored the combination of listening and speaking. In fact, listening and speaking are inseparable in language learning. Listening is an input process, but speaking, on the other hand, is an output process. In view of this, both input and output processes must be combined. If we take the input process in the past and neglect the output process, it will be difficult for students to internalize what they hear into their own knowledge and abilities, which will significantly affect their listening level. Many plots in English movies are very vivid and influential. It is easy for students to have some feelings after watching. The instructional design that combines listening and speaking is more conducive to stimulating their desire for expression. After the input process of listening involving watching a film, students will become more fluent and natural in language expression, greatly improving their level of language expression.

The second instructional design is the focus on the development of test-taking ability. Examination-oriented education is still the main education system in China, and after the reform of College English Test (Level Four or Level Six), video materials are used in combination with testing listening, grammar, translation, writing, etc. Therefore, the introduction of video materials is an important means of the reform of the fourth and sixth levels, and it also shows that the reform of College English Test, Level Four or Level Six, has begun to attach importance to the presentation of language. Therefore, teachers should take up the reform mindset and design teaching schemes based on students' ability to take exams. For example, the theme of the movie can be used to formulate or design questions such as multiple-choice questions, fill-in-the-blank questions, and so on^[7]. According to the language snippets of the classic film, dictation questions such as paragraphs can be designed so that students can master new vocabulary and sentence patterns while watching the film. Questions such as writing film reviews to evaluate writing ability of students.

The third instructional design is the focus on the cultivation of autonomous learning ability. Due to the limitation of lesson time, playing English language movies in the classroom for a long time will consume a lot of teaching time, so teachers need to design learning tasks or home works, improve teaching efficiency, and cultivate students' autonomous learning ability. For example, teachers can guide students to watch selected movies after class, and then take a break. In addition,

groups of students can be organized so that teachers can better guide students to watch the movie, and then different members of each group are responsible for explaining the plots and contents of the movie. They can introduce the background of the movie, the story overview of the movie, the problems reflected in the movie, and their feelings after watching the movie. This will not only avoid too much time on watching movies in class, but also cultivate students' ability to learn independently.

4.3 Guiding role of teachers in listening class involving English language film

In college English listening teaching, students are the main body of classroom, but teachers are the organizers and guides of the entire teaching activity, playing a leading role in teaching activities. Therefore, teachers should give full play to their guiding role while teaching listening lessons that involve watching English language films. Firstly, teachers should organize and categorize the videos, combine the specific teaching content, select the videos that are more in line with the teaching content, and then assist the listening teaching. Secondly, the teacher must be very familiar with the story or plots of selected film, be able to discover and highlight the key content in the film, and improve teaching efficiency in the classroom. Finally, teachers should be good at conducting reflection session after class, and actively listen to the opinions of students to adjust and improve their teaching content in a timely manner. Only in this way can their teaching activities cater to the needs of students, attract students' attention more effectively, and improve the teaching effect of college English listening^[8].

5 Conclusion

In summary, English language films are very good complementary materials for college English listening. Students can better understand the culture, humanities, history, society, and religion of English-speaking countries by watching English language films. Of note, comprehensive use of English will further improve students' English listening ability. The content in English language films helps students to improve their language gradually, and eventually in the language learning process, students can comprehend the incidental meaning of conversations by merely listening to them. In addition, the real-life, comprehensive, vivid, and intuitive stories as well as the delivery

methods in English language movies can convey the above-mentioned incidental content. This is not only conducive to stimulating students' desire for learning, strengthening their ability to understand languages, creating a real language environment for students, improving students' cross-cultural communication skills, but also building a systematic knowledge system for students and simplifying the learning process of listening, thereby laying a good foundation for language use in future.

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