

# Information Technology Promotes the Application of Classic English Films in the Teaching of English in Universities

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**Abstract:** Information technology is widely used in the field of education. It is of great practical significance to improve the quality of university English teaching and cultivate international talents. In increasingly global cooperation trend, English has long been a language tool that cannot or lacks in international communication. In English teaching, the application of English classic films can provide students with a realistic language learning environment stimulate interest in learning English and improve English communication skills. It is a rare language learning material in daily English teaching. Introducing classic English films into university English classrooms can improve teaching effectiveness and complete classroom teaching tasks efficiently.

**Keywords:** Information Technology; Movie; English Teaching

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## 1. Introduction

With the development of China's higher education, multimedia teaching equipment has been continuously updated and progressed, providing very favorable conditions and ways for English films to be introduced into university English classrooms. The wide application of information technology should be promoted in university English education, and the modernization of teaching methods and methods should be promoted.

## 2. Problems with traditional classrooms

Constrained by the traditional English teaching model, teachers often only pay attention to the improvement of language learning ability in the classroom, and overemphasize the learning of vocabulary and grammar knowledge, which makes learning boring. In class, the presentation of the class is too simple, and the form of knowledge transfer is centered on the teacher, boring to fill the classroom. Students lack autonomy in English learning, they just follow the teacher mechanically, and are always in a passive learning state and lack initiative.

## 3. Features of classic movies in English

English movies themselves are entertaining and interesting, and the introduction of English films can change the classroom atmosphere to a certain extent, and at the same time promote students' thinking around English movies, so that students' enthusiasm and initiative to integrate into the classroom have been improved. English Classic Films is a high-quality resource for university English teaching with the development of information technology today. English classic films have many outstanding advantages: First, through the appreciation and learning of films, it helps students to have a deeper understanding of the culture of English-speaking countries, improve cross-cultural communication skills, and achieve cultural expression and communication. Like a vivid and rich textbook, the film integrates people, shadows, objects, sounds, light and color, providing students with an image scene and helping to enhance students' personal experience of the pragmatic environment. It has the advantage that

words cannot match, and the vivid pictures in the film, once they coincide with a certain life scene in real life, will induce the brain to quickly respond positively and strengthen memory, naturally form a sense of language, and stimulate students' enthusiasm for English learning. Each film is a reflection of the country's cultural history and social and cultural life, and the ideal cross-cultural experience, cognition and learning environment in the film can make students understand the film and it is also an effective way to cultivate students' cross-cultural awareness and comprehensively improve students' cross-cultural communication skills.

#### **4. Options to enjoy the appropriate original English movie**

The college stage is a critical period for college students to form the correct "three views", each film will convey specific social content and ideas, students can receive information through watching the film will have a certain impact on their character shaping and values, outlook on life, cultivate their positive, optimistic, enterprising attitude towards life. In order to use the film as a teaching resource in university English teaching, the first thing is the choice of film content, direction and ideology: it is necessary to take the psychological and cognitive level of college students as the starting point, fully review and select the film content, and select the appropriate type of film. Movies with thriller, horror and violence should be avoided to reduce negative energy impact. Teachers also need to make reasonable choices according to the formulation of teaching objectives before use, and combine the actual needs of education and teaching. In the process of selecting English films of different types, it is also necessary to fully consider the English theme, movie plot and emotions in the movie, so that students' appreciation ability, social environment cognition ability and communication etiquette differences can be enhanced. The second is the selected film, the language level is what students can understand, you need to start with a simpler, slower speaking film, from easy to difficult, so that students can slowly adapt and gradually improve. English classic movies can present students with an all-English authentic language environment. For college students who speak Chinese as their mother tongue, some students' English level is generally not high, if you choose a movie that speaks too fast, it will make students with poor English level directly watch Chinese subtitles because they cannot understand English, which not only does not achieve the expected teaching effect, but also discourages students' enthusiasm for English learning and learning confidence.

#### **5. Original English videos in the classroom**

##### **5.1 Fragmentary discussions in class**

In the current university English course teaching, using English films to improve students' English ability, selecting classic clips from films, and conducting fragment-based discussions in class is a teaching method that is more acceptable and effective for both students and teachers. The specific method can be that the teacher and the student select the classic fragment separately, and select the teaching resources according to the teaching needs, provided that the teacher and the student have a preliminary discussion and selection. Secondly, teachers and students each complete the relevant video clip analysis, in this process the teacher can first put forward the basic orientation and scope of the clip analysis, or let the students independently implement the fragment analysis, let the students carry out discussion, research, writing and analysis in groups, and need to write out the specific discussion results. In such an independent learning process, students can preview relevant teaching content, and can also find difficulties and key points. Finally, the prepared film clips will be discussed with each other, extended learning will be implemented, and an efficient discussion method based on English films will be constructed, so that students can better grasp and understand the content and cultural elements in English films, and realize the improvement of students' cultural quality.

##### **5.2 Clip fun dubbing**

With the development of modern information technology, college students can use all kinds of apps proficiently. English dubbing is one of the apps suitable for learning English and fully mobilizes the initiative of college students to learn independently, so that college students can take the initiative to become the masters of their own learning. There are many original English video materials in this type of fun dubbing app, from which college students can

choose the material that suits them. The app intelligently recommends audio learning resources for students based on their voice over practice. This can not only help students learn with the help of effective learning strategies, improve students' English expression ability, but also gradually and effectively improve students' artistic literacy and independent learning ability.

The application of this modern technology to English learning can promote the reform of modern teaching models. There are many ways to use the dubbing of films, the most commonly used is that students complete the dubbing work within the specified time and submit it to the teacher in time. The teacher assigns the next task based on the new words and pronunciations present in the students' submissions, as well as the overall completion. For example, teachers or classmates make comments on works and record them in their usual grades or publicly display good works. Of course, you can also directly assign tasks, so that students can share dubbing works in the class WeChat group or DingTalk group, and teachers can provide professional guidance and help at any time after seeing the works. This work can even be used as teaching materials to be displayed and explained in subsequent teaching activities, and students are encouraged to carry out live dubbing and more challenging exercises.

### **5.3 Imitate classic films and make micro-movies**

Today's college students will use advanced multimedia technology to fully consult a large number of materials in their extracurricular time, learn from each other, and work together to complete the work. Each student can participate, and they can divide their work according to their strengths: make themselves screenwriters, directors, actors, or translators. In the production of micro-movies, everyone gives full play to their own advantages, divides and collaborates with teammates, and everyone has the opportunity to show their wisdom and talents, and everyone is very accomplished. The production of micro-films is only part of learning classic films, and the display of micro-film works is also an important step in English learning, including the introduction of micro-film background and production process, micro-film playback, in the form of personal statements, questions and questions from teachers and students, Q&A, debate, etc., with various forms and lively atmosphere.

## **6. Conclusion**

English classic movies are rare language learning materials, which allow students to examine the humanistic differences in different social backgrounds from different perspectives, which not only allows students to learn English in a relaxed and pleasant atmosphere, expands students' horizons, but also helps stimulate students' interest and enthusiasm for learning.

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