

Research on the Application of English Movies in Junior High School English Listening and Speaking Classroom Teaching

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Abstract: *With the in-depth development of English teaching, more and more education researchers find that English teaching in junior high schools lacks interest, and propose that the use of English movies as auxiliary teaching in teaching can improve this situation. This paper attempts to discuss the relationship between English movies and English listening and speaking class in middle school to demonstrate the feasibility and practicality of integrating English movies into listening and speaking class. This paper expounds the importance of integrating English movies into English listening and speaking class from the following three aspects: the actual demand of improving English listening and speaking class, the methods and advantages of integrating English movies into English listening and speaking class in middle school. In this way, the knowledge of English language in junior Middle School English teaching is integrated with the culture and values of English-speaking countries, which can make English teaching more flexible and open.*

Keywords: *English film-assisted teaching; Teaching methods; Junior high school English listening and speaking class; English classroom teaching*

1. Introduction

With the continuous development of society and the acceleration of economic globalization, the development of English has broad prospects and the need for development. However, with the current development of English teaching in China, English classroom has gradually lost interest, and gradually deepening the direction of exam-oriented education. At present, the research on the domestic film and Television literature teaching has become increasingly prominent and tends to mature. In recent years, more and more colleges and universities have begun to integrate English movies into classroom teaching, but there are still shortcomings.

In real life, English education in China has not been paid enough attention to. At present, English classes in primary and secondary schools in China are still exam-oriented. At the same time, the five skills of listening, speaking, reading, writing and looking have not been developed in a balanced way. Most of the students' second language proficiency is still in reading and writing, but this skill is extremely weak. In view of the lack of interest in the current junior high school English teaching, this paper proposes the idea of using English movies for auxiliary teaching in teaching. In the process of junior high school English teaching, attaching importance to the teaching value of English films and their rational use in the teaching process will not only promote the enrichment of teaching content and the diversification of teaching methods, but also make English teaching activities more flexible and open. And English movies can integrate English language knowledge in junior high school English teaching with the culture and values of English-speaking countries. This will give junior high school students more opportunities to experience the English context, and it is also of great significance for improving the cross-cultural communication skills of junior high school students. And there is a number of practical education and teaching cases to focus on how teachers should give full play to the advantages of film language situational teaching in the teaching environment of teachers in the new era, cultivate students' practical communication skills and strengthen the management and research of this teaching method. And to improve the teaching level of English teachers.

2. The Current Teaching Situation of English Listening and Speaking Class in Junior Middle School

At present, the level of English teaching in middle schools has been greatly improved with the education reform. Both teachers and students pay more attention to the main subject of English, but there are still many schools that believe that students have completed their English learning goals as long as they pass various English exams, and this educational phenomenon is relatively common. In the context of the continuous development of economic globalization, the importance and necessity of English learning are gradually pushed to a climax, which also provides a broader space for the development of English. Judging from the actual situation of English teaching in middle schools, English teaching in middle schools is still centered on basic language teaching, and the teaching contents are mainly listening, speaking, reading and writing. However, almost all secondary schools focus on reading and writing, ignoring listening and speaking. Although under the influence of education reform, the content of teaching materials has been updated and improved accordingly, but the traditional teaching methods are still used in actual teaching, which leads to the development of students in listening, speaking, reading and writing is not balanced.

2.1 Single Teaching Mode

With the continuous development of society and the acceleration of economic globalization, “whether from the perspective of finance, education, or the promotion of national development, social development really provides a broader stage for English”^[1]. However, the reality is that English education in China has not been fully valued, and at present, the English classrooms in Chinese primary and secondary schools are still test-oriented courses. At the same time, the five skills of listening, speaking, reading, writing and seeing have not been developed in a relatively balanced way, and most students' mastery of the second language is still stuck in reading and writing, and this skill is extremely weak. To put it simply, students receive a lot of grammar, vocabulary and other knowledge, but they cannot express the intermediary of the language they have learned, and this phenomenon is extremely common in Chinese education. In the context of test-oriented education, more and more English teachers have adopted a single teaching mode, emphasizing the teaching method characterized by fast, accurate and stable, fast refers to the effective teaching of relevant language knowledge in a fixed classroom time; accurate refers to the content taught by English teachers is formulated for the content of the exam, so as to help students get high scores; stable that is, English teachers are forward-looking, can predict the direction of future exam questions, so as to select knowledge points for teaching. From this point of view, the teaching model organized by fast, accurate and stable is easily adopted by most schools in China, and many parents are very recognized by this teaching model. But from the perspective of the long-term development of English education, is this single teaching model worth adopting?

There has been a great deal of educational research trying to find ways to improve the teaching of English, but we have overlooked a very important factor, which is the perception of English teachers about the research and their perception of the cultural institutions that publish it. Are English teachers actively choosing this single educational model? And what is their attitude towards examination education?

2.2 Constraints of Test-oriented Education

Before exploring the views of English teachers on exam education, we might as well talk about exam-oriented education. Exam-oriented education, also known as jug-mug method, which is usually regarded as an education system whose main purpose is to improve students' ability to take exams and attaches great importance to exam results, memorization and problem-solving, which are not two concepts corresponding to quality education. This type of education is a part of jug-mug method, instilling knowledge into students blindly, just like cramming ducks. “Examination-oriented education” regards examination-oriented education as the main educational goal. It is a one-sided education model. The drawbacks of this education model have had a huge and irreversible impact on China's basic education. Therefore, it brought inspiration to the development of Chinese education: while focusing on intelligence, we should also strengthen the comprehensive development of moral education, intellectual education, physical education, and aesthetic education, which is the only way for future development. If we want to make English teaching more effective, it is very necessary to understand the defects of test-oriented education. The defects of examination-oriented education are mainly reflected in four

points.

First, if educators only emphasize intellectual education, it may result in the one-sided development of students. Moral education, intellectual education, physical education, aesthetic education and technology education are important components of comprehensive development education. These five parts are interrelated, complementary and inseparable. Without either party, the educational purpose of socialism cannot be achieved and high-quality talents cannot be cultivated. However, under the influence of the examination-oriented education thought, the dialectical unity of the five education has been separated, and there has been a phenomenon of one-sided emphasis on intellectual education and neglect of moral education, physical education, aesthetic education and labor and technical education.

Second, it may cause educators to only focus on a small number of students' development. Exam-oriented education belongs to the category of selective education for talents. Under the examination-oriented education system, on the surface, all the students in a class are taking the same classes, receiving the same education and influence from the same teacher, and it seems that they enjoy the same opportunities and rights to education. But in fact, in the process of education and teaching, teachers always focus on the few students who can be promoted to higher-level schools, and give them high expectations and more care. For example: their enthusiastic eyes always stay on them during lectures, and their understanding of the teaching content can be grasped from the changes in their expressions, movements and postures. When asking questions, the questions that the middle students can answer are always used to ask the top students, so that they can acquire new knowledge or deepen their understanding and consolidation of old knowledge through positive thinking and rich associations. During extracurricular tutoring, we often give top students a small stove to broaden their horizons, or assign comprehensive exercises to cultivate their ability to solve complex problems. As for those intermediate and poor students, they lack active concern and are ignored to a considerable extent.

Third, it increases students' academic burden and hinders students' development. The arrival of the era of knowledge economy calls for the new generation to become talented as soon as possible. Society and parents have higher and higher expectations for schools, schools and teachers are under increasing pressure, and the one-sided pursuit of higher education rates has intensified. Therefore, under the influence of the test-oriented education thought, the admission rate is the highest goal pursued by the school, and the score is the magic weapon to measure everything. In order to win in the exam, there are many practices that violate the laws of education and the laws of physical and mental development of young people, whether it is the teaching of teachers or the learning of students. Emphasis on indoctrination, but less on inspiration; more on memory, less on understanding; more on theory, less on practice. As a result, students have little understanding of what they have learned. In order to make up for such defects and deficiencies, teachers have to use their spare time to make up lessons, sometimes even during holidays. It goes without saying that this invisibly increases the burden on students. The monotonous fast-paced study life is boring, followed by anxiety, unease, embarrassment, and loss, and the lively and active development becomes empty talk. Schools should pay attention to the admission rate, because the admission rate is, after all, an indicator to measure the level of school running at present. But the problem is that exam-oriented education regards it as the only standard and pursues the enrollment rate by transferring the pressure of society and parents on the school to increase the academic burden of students. This approach should undoubtedly be completely abandoned.

Fourth, the single teaching method stifles the development of students' personality. What we are facing is a society with rapid economic and high-tech development, and a society with fierce competition. The new talents called by the times are no longer purely knowledge-based talents, but high-quality talents with all-round development. According to Pica T^[2], "the field of English language teaching is in transition, and language education researchers are seeking new approaches and revisiting old ones to address the range and levels of English proficiency required to participate in today's global community". Schools are places for cultivating talents. Primary and secondary schools, which are responsible for basic education, should incorporate the cultivation of personality into the training objectives and run through all work, so as to lay a solid foundation for creating a large number of energetic and innovative talents across the century.

And after we understand the shortcomings of exam-oriented education, we need to find solutions. How can we make English classes in primary and secondary schools full of interest and at the same time allow students to learn enough knowledge.

3. Advantages of Adopting English Movies to Assist Junior Middle School English Listening and Speaking Classroom Teaching

When I was an intern at Huilong Primary School, I did a survey. I asked five classes of students, and the content of the question was probably what kind of English class do you like best. The survey results show that 85% of the students are really hope that teachers can show them more English videos. Although this contains children's selfishness, it is inevitable that this method can indeed arouse students' interest. So I integrated English movies into a class teaching. In that class, the students' learning interest and concentration were very high, and the speed of the students absorbing new knowledge was greatly improved compared with the traditional class. This gave me a new idea of English teaching, why not let English film teaching and listening and speaking classroom be integrated?

According to the requirements of "English Curriculum Standards for Compulsory Education (2020 Edition)", English education should allow students to learn and use language in context^[3]. In addition, teachers should expand students' English learning and application channels, such as the use of audio-visual, radio and so on. However, the current junior high school English listening and speaking classroom teaching is too focused on the explanation of vocabulary and grammar, and the current situation is mainly book practice. In order to change this situation, some researchers believe that English movie clips can be applied to middle school English listening and speaking teaching, because this teaching mode can improve students' listening and speaking ability. However, "the current research is mainly speculative research and empirical research, less empirical research"^[4]. If English movies are to be integrated into listening and speaking classrooms in middle schools, the technology related to the Internet is inevitable. In teacher Wang Xiutang' s article "Innovative Exploration of English Teaching Reform in Junior High Schools in the "Internet +" Environment", he pointed out that "there are a series of problems in traditional English teaching in junior high schools. With the deepening of education and teaching reform, English teaching in junior high schools should make full use of the "Internet +" promote the reform"^[5]. This argument is very consistent with the integration of English movies into classroom teaching.

The research on the integration of English films into classroom teaching has been put forward long ago in China. For example, in the article "Thinking and Exploration of the Reform Direction of English Classroom Teaching" by Che Mingming^[6], he has repeatedly emphasized the reform of English classrooms, especially in listening and speaking classrooms, "the reform should be combined with Internet technology to promote the formation of modern classrooms". At the same time, Li Yuelin^[7] and Ye Jing^[8] both pointed out in their articles the necessity of English movies to assist English listening and speaking classes, "English movie appreciation training should be one of the important ways to comprehensively improve students' English level", and "the combination of audio-visual teaching methods can simultaneously improve students' English. Comprehensive application ability and English language and cultural literacy enable the purpose of English teaching to be realized to the greatest extent". From this point of view, English film-assisted listening and speaking classroom has certain feasibility and advantages.

3.1 Cultivating Students' Listening and Speaking Skills

For a long time, English teaching is mainly based on textbook teaching, and the teaching content is relatively simple. The introduction of English movies in teaching to assist teaching provides new knowledge content and new classroom expression forms for the classroom, providing a variety of content such as listening, speaking, vocabulary, and cultural background. English movies not only enrich classroom teaching in content, but also enrich classroom teaching methods in form, adding new teaching methods.

English movies are presented in front of students in a visual and auditory way, which will undoubtedly stimulate students' sensory training and make students' hearing and vision in a highly concentrated state. In this way, the ability of students to listen and speak can be subtly influenced. "Classroom teaching with film as an intermediary is academic, professional and interesting. As educators, we should think about how to organically combine the academic, professional and interesting aspects of film and television appreciation"^[9]. The two skills of listening and speaking are also mentioned in the core literacy part of the new curriculum standard. The core literacy includes language ability, cultural ability, thinking ability and learning ability. The ability to listening, speaking, reading, writing, and viewing. And listening and speaking are the two skills that are emphasized, because in the current situation of English education in China, these two skills are most easily overlooked, and the use of English movies to assist classroom teaching is not enough. It can make up for this defect well, in order to achieve the purpose of cultivating students' listening and speaking

abilities.

“The language of film is the language of real life, the refinement and reprocessing of life”^[10]. English movies can reproduce the scenes in life, including the background of the dialogue, the demeanor, action and tone of the characters in the dialogue are complete. This complete language environment has a stronger appeal, helps students' learning and understanding, and better escapes the interference of the Chinese language environment on English learning.

3.2 Strengthening Cultural Input

Language is the carrier of culture, and language cannot exist in isolation from culture^[11]. While learning English, we also need to learn the culture of English-speaking countries. English movies are an important way for us to learn English culture. English-language films generally come from English-speaking countries, which intuitively reflect the customs, lifestyles, and religious beliefs of English-speaking countries. By watching the films, students can learn about these customs and customs and understand the cultural background related to the text. More importantly, by understanding the language communication methods of English-speaking countries, students' oral habits can be changed, so that students' English is no longer in a state of merely reciting English or dumb English.

Cultural consciousness is also one of the core competences of the English subject. “The core literacy of English is a concentrated expression of the educational value of English subjects, and it is also the expected achievement of students in learning English”^[12]. Cultural consciousness refers to the understanding of Chinese and foreign cultures and the recognition of excellent culture. It is the cross-cultural cognition, attitude and behavioral orientation students put up in the context of globalization. It also reflects the value orientation of the subject core competencies. The cultivation of cultural awareness will help students to enhance their national identity and family-country feelings and heighten their cultural self-confidence as well as the community consciousness of human destiny so that they will learn to do and grow up to be persons with sense of social responsibility and civilization accomplishment. “For students learning a language, mastering vocabulary and grammar is as important as understanding the cultural background associated with the language”^[13]. The cultural heritage of a country is the foundation of language knowledge and the source of confidence. If we have a deep understanding of the cultural background of the relevant country, it will also improve our language accuracy and confidence, which is extremely important for language learners.

4. The Strategies of Integrating English Movies into Junior Middle School English Listening and Speaking Class

From this point of view, it is very necessary to integrate film teaching into English teaching. English film is a medium with auditory and visual edification as the main method, so it will be a wise choice to integrate film teaching into English listening and speaking class^[14]. And the correct application of English movies can improve students' English listening and speaking skills. The traditional training method of English listening and speaking ability in junior high school is summarized as "Listen more but dare to speak". Although this kind of training method can play a certain role in improving students' English listening and speaking ability, but the lack of English context often makes " "Listen more but dare to speak" is a mere formality, and students do not have many opportunities to communicate with others in English, which also restricts the development of students' listening and speaking skills. However, in the junior high school's English classes, teachers can provide students with abundant English language materials and English context by using English movies for auxiliary teaching.

Listening teaching and speaking teaching have always been called “sub-subjects” in English teaching, and schools and teachers have not paid enough attention. Many schools do not even offer special listening and speaking classes, so that students do not have more opportunities to contact formal listening training and oral correction guidance. Teachers' realistic attitude towards listening teaching and speaking teaching directly affects learners' attitude and effort towards listening. The negative practices of schools and teachers greatly reduce students' awareness of listening training^[15]. And students' misunderstanding of listening lessons should be traced back to the disconnection between high school and university listening teaching. The fact that listening scores are not included in the total score in the college entrance examination is the direct reason why high school English teachers do not pay attention to listening. The proportion of listening teaching in high school English teaching is very small. The listening class has become an “empty shelf”. Therefore, teachers should take reasonable measures to use movies to assist listening and speaking teaching.

4.1 Choosing the Appropriate Movie Resource

“In film teaching, it is no exaggeration to say that the success of the entire teaching largely depends on the teacher”^[16]. Before watching movies, teachers should make full preparations for teaching. For the vast majority of teachers, choosing a video suitable for teaching is a headache. We believe that the selection of films should be based on the following criteria, so as to realize the positive effect of English films on teaching. First, the content needs to be healthy and positive. Education should not only teach students knowledge, but also help students establish a correct outlook on life and values. Not all videos are suitable as learning materials, and teachers need to filter and tailor the videos to be played. Second, the difficulty should be appropriate. Teachers should select videos with appropriate difficulty to play according to the English level and teaching objectives of the teaching objects. For example, when teaching texts or words related to magic, teachers can use the Harry Potter movie series to teach them. This will not only make the teaching more interesting, but also make the students understand the related knowledge more directly.

4.2 Designing Well Course Activities

English movie set subtitles, voice, images and other information in one. It often brings beautiful enjoyment to viewers with its magnificent scenes, fascinating storyline and gorgeous music. Therefore, even when students cannot understand the dialogue due to their limited vocabulary or because the speed of speech in the movie is too fast, the vivid pictures and the actions and expressions of the characters can help students to guess and figure out the meaning. Students' concern for the story will prompt them to keep interested in watching the movie, which will help to turn passive learning into active learning and improve learning efficiency. If teachers can arrange reasonable tasks at this time, it will undoubtedly expand the advantages of film-assisted teaching. When assigning tasks, teachers should set tasks that are in line with the students' knowledge level according to the students' existing ability level, and can also assign some tasks that slightly exceed the students' current level, which will challenge students to a certain extent and make students more active in learning, which is also an application of the well-known concept of the zone of proximal development. When educators teach number words, they should use more conversations with number responses. Allow students to acquire knowledge through constant practice and repetition.

4.3 Setting Reasonable Viewing Tasks

At the same time, we can assign appropriate tasks to students before watching the movie. The task can prompt students to watch movies with purpose, pay more attention to the content related to English teaching in movies, and deepen students' memory of relevant plots. When watching a movie, you can preset certain tasks and ask some questions, so that students can watch the movie with the questions, which can achieve the best viewing effect. In addition, teachers should fully consider the interest of the questions, the operability of the problem and the difficulty of the problem when setting the viewing task of English movies. The task turned the English film teaching that was originally entertaining into another boring English class. This will provide students with a more realistic environment to cultivate students' listening and speaking ability, so that students have something to say and dare to express. For instance, when students are watching a documentary on a character, the teacher can ask them to record information about the character and the main events as they watch. In this way, students can focus on the video and capture important information.

4.4 Summarizing and Evaluating

Generally speaking, according to the three stages of the film appreciation process, namely pre-viewing, mid-viewing and post-viewing, the roles of teachers can also be roughly divided into organizers, controllers and assistants, and evaluators^[17]. Before watching movies, teachers should make adequate preparations for teaching and organize teaching according to teaching objects and teaching objectives. Before appreciating the film, students can be introduced to a certain extent, including the introduction of relevant western cultural background knowledge, the introduction of the film, the relationship between the main characters in the film, and a brief explanation of difficult vocabulary, slang and expressions. Teachers can also design some video-related questions for students, printed on paper or presented on PPT, for students to browse before watching the video. The large amount of language input in English movies not only gives students more opportunities to listen to English, but the pure voice, diversified language forms, and vivid content in English movies can effectively improve the level of students' use of the English language in daily life. In addition, English movie arouse students' interest in learning by virtue of their own storyline. On this basis, students are willing to take the initiative to contact English language, which is very beneficial to realizing the expansion of

students' vision and way of thinking.

5. Conclusion

There is no doubt that the application of English movies to English teaching has great advantages in terms of both enriching the interest of classroom teaching contents and improving students' learning efficiency. English film is a colorful teaching tool, which integrates subtitle, voice and image information into one. The application of English movies to English listening and speaking classes in junior middle schools can not only make up for the shortcomings of the single teaching model and examination-oriented education in the present educational situation, but also stimulate students' interest in learning from four-dimensional goals. And in this way, the students' language quality, cultural quality, thinking quality and learning quality. With the help of reasonable film resources and classroom activities, students' listening and speaking ability will be also greatly improved.

Under the background of the continuous development of education in the world, educators must think of innovative ways to seek the development of education, and integrating English movies into classroom teaching is an innovative and practical method. Educators must face to the requirements of the times to think about the development of education, the scientific design of film teaching and effective guidance. I also firmly believe that with the development of English film teaching, English Films will give off unique charm and improve students' listening and speaking ability, cultural awareness and cross-cultural communication ability and humanistic quality. And finally, to promote the development of English teaching.

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