Research on the Application of British and American Film and Television Materials in College English Teaching

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Abstract. The rich variety of British and American film and television materials can provide students with a more authentic language environment and serve as an important medium for cultural dissemination. Therefore, their reasonable use in college English teaching can effectively stimulate students' interest; interest in learning, help them understand the cultural differences between China and the West, and further enhance the effectiveness of English teaching. This article primarily explores the application strategies of British and American film and television materials in college English teaching. It first analyzes the diverse characteristics of these materials, then discusses their value in college English teaching, and finally proposes specific applications, aiming to provide a reference for improving the quality of college English teaching.

Keywords: College English; British and American film and television materials; Teaching application

1 Introduction

In the context of globalization, the core objective of university English education has shifted from merely training language skills to fostering comprehensive cross-cultural communication abilities. British and American films and TV shows are featured with their vivid language expressions, multidimensional cultural content, and rich narrative arts. Taking functional ideas as the core, film and television teaching emphasizes holistic language learning, which can visualize, concretize, and practicalize teaching content, offering possibilities for English teaching to transcend the boundaries of traditional classrooms [1]. Through immersive audio-visual integrated experiences, students simultaneously decode the target society's customs, values, and implicit meanings during language acquisition, and cultivate critical thinking skills to analyze information, distinguish perspectives, and question cultural presuppositions in the process.

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2 The Embodiment of the Diversity of British and American Film and Television Materials

British and American films and TV shows reflect the values, concepts and ways of thinking of English-speaking countries. Through them, one can perceive the social culture of these countries, which is rich in content and diverse in style, providing abundant material for college English teaching. Specifically, the diversity of British and American film and TV materials is mainly reflected in the following aspects:

First, the forms of adaptation are diverse. Many British and American films and TV shows are adaptations of literary classics, which inherently possess high literary and ideological value. As a core component of humanities, British and American literature is an important carrier for cultivating students' cross-cultural understanding ability, shaping critical thinking and humanistic spirit[2]. By appreciating British and American literary works, students can not only understand various English sentence patterns, rhetoric and expression techniques, but also improve their language and cultural literacy, humanistic spirit and cultural aesthetic qualities[3].Film and television adaptations are not merely a simple replication of the text but involve a secondary creation through audio-visual language, transforming classic content into artistic forms. This transformation includes both faithful reproductions of the original plot and modern reconstructions that incorporate contemporary contexts; it can be seen in adaptations across cultural contexts as well as in subversive deconstructions of the original plot. When students learn English, they can compare film and TV materials with the original works, intuitively experiencing how cultural context influences artistic creation, thereby deepening their understanding of the works and building a deeper aesthetic perception in their language learning. Second, the language styles are diverse. The language in film and television works is rich in layers, with everyday dialogues being more colloquial, impromptu expressions more casual, some lines highly condensed, and some language designs highly rhetorical. This diversity of language styles enables students to more intuitively grasp the essential characteristics of real language use, further enhancing their linguistic sensitivity. For example, teachers can select film and TV segments with more distinct literary qualities to guide students in analyzing metaphors, symbols, and other techniques, helping them more accurately grasp the implicit nature of the English language. Finally, the rich narrative techniques. Film and television art subverts traditional linear storytelling by employing multi-dimensional narrative strategies to construct a more complex expression system. Through this non-linear narrative, students are required to switch between different cognitive perspectives to understand the full plot, while the use of blank narrative can stimulate the audience's logical reasoning, thereby enhancing their ability to integrate logic throughout the process. In practical teaching, teachers can fully utilize the rich narrative techniques found in British and American films and TV shows to aid English training. For example, the reverse narrative structure includes rules for tense transitions; breaking down the information connections in multi-threaded narratives can improve students' ability to extract key information; open-ended conclusions can help students make logical inferences in English. This teaching method effectively integrates English language learning with thinking training, further improving the accuracy and logic of students' English expression.

3 The Advantages of the Application of British and American Film and Television Materials in College English Teaching

In college English teaching, British and American film and television materials are the essential needs of language learning and have a high degree of convergence, so their application in practical teaching reflects unique advantages, which are mainly reflected in the following aspects:

3.1 Create a Real Language Environment

Traditional textbooks present teaching content in a written and formulaic manner, whereas language in real-life communication is dynamic. British and American films and TV shows integrate audio-visual effects, presenting the practical applications of English more vividly and realistically. As the plot unfolds, characters' voices and tones change with their emotions, complemented by body language and verbal expressions, closely tied to social contexts and language use. By observing film and TV scenes, students learn to naturally express themselves in different situations, such as using ellipsis in casual conversations and formal language in formal settings, with specific contexts containing profound cultural metaphors. These diverse scenarios provide students with a clear understanding of the pragmatic differences in English language across various social relationships, helping them break free from the rigid reliance on standard grammar templates and further motivating their desire to actively imitate real-life communication scenarios. Additionally, English film and television teaching provides students with a good platform for thinking in English, enabling them to learn English in a clear and real atmosphere, so as to help them develop a better sense of English and break down the application barrier between "classroom English" and "real English"[4].

3.2 Prove Students' Comprehensive English Application Ability

The diverse forms and styles of British and American film and television materials, rich in narrative techniques, highlight their comprehensive nature. When applied to college English teaching, this comprehensive nature can enhance students listening, speaking, reading, and writing skills. For listening practice, students can improve their listening skills by using the natural language expressions in the dialogues from British and American films and TV shows. These dialogues include techniques such as linking sounds, weak pronunciation, and intonation changes, which can effectively help students improve their phonetic recognition and adaptability to speaking speeds. In reading, students can extract key words and sentences through bilingual subtitles, combining these with the plot of the film or TV show to deepen their understanding of language knowledge. This multi-tasking approach can further enhance students reading efficiency and information integration skills. For oral practice, role-playing and dubbing exercises in film and television works can encourage students to transform passive lan-

guage input into active output, such as imitating emotional expressions and communication strategies, and mastering the rhythm and emotional delivery techniques of English. For writing practice, students can write in English by reflecting on the narrative logic of film and television works and through activities like post-viewing reflection and plot continuation. Film and television language not only reflects the flexibility of spoken language but also includes the standardization of written language, with rich expression levels that help students build a more complete language ability system.

3.3 Deepen Cross-Cultural Cognition and Critical Thinking

The essence of language is a carrier of culture, and film and television works are a concentrated representation of culture. Therefore, integrating these works into university English teaching can provide a more fitting entry point for cross-cultural instruction[5]. Film and television works contain a wealth of cultural symbols, such as the rituals of festivals, the unwritten rules of interpersonal interactions, the thought patterns of value judgments, and the perspectives on social issues. These elements can help students better understand the cultural core of English-speaking countries, transcending the limitations of superficial cultural differences. For example, British and American films and TV shows reflect Western family values. By comparing these with Chinese family values, students can gain a deeper understanding of the cultural roots of collectivism in China and individualism in the West. Through the comparison of different cultures, students can more accurately understand misunderstandings and conflicts in cross-cultural communication, thereby cultivating a critical perspective on cultural phenomena and gradually developing an attitude of cultural inclusiveness that respects diversity and seeks common ground while preserving differences.

4 Specific Application Strategies of British and American Film and Television Materials in College English Teaching

The rich and diverse British and American film and television materials have unique advantages in college English teaching. In practical application, they can be integrated into teaching from the following aspects to give full play to their advantages.

4.1 Rational Selection of Film and Television Materials

The selection of British and American film and television materials directly impacts the effectiveness of English teaching, so teachers should choose materials that align with the teaching content. First, material selection should consider its suitability for the teaching objectives. For basic language training, English film and television works with moderate language difficulty, pure pronunciation and standard norms should be selected, which can better arouse students' interest in learning in English classroom teaching[6]. Teachers can also choose more practical film and television materials with clear dialogues and well-defined scenes, which can better reflect the daily lives of people in

English-speaking countries. This helps students quickly establish a connection between language and context. For cultural awareness content, materials featuring typical cultural symbols, such as holiday customs, social etiquette, and value-related scenarios, are recommended. If higher-order thinking skills are needed, materials with complex narrative structures or philosophical debates are suitable. Different teaching goals require different materials, better aligning with the cognitive development of college students and achieving a balance between language training and cultural influence. Second, it is important to reasonably control the technical parameters of the materials. When selecting British and American film and television materials, attention should be paid to audio-visual quality, ensuring clear speech and avoiding overly noisy background sounds. The synchronization of dialogue with visuals also affects the accuracy of language input, so subtitles should match the characters; lip movements. Materials with cultural connotations should be deeply evaluated, focusing on historical context and social values, and prioritizing content that encourages cross-cultural thinking. Additionally, materials with contemporary characteristics can be included, such as classic works that help students understand the cultural traditions of English-speaking countries, and modern films and TV shows that reflect the dynamic evolution of language. Finally, the reasonable control of ideological guidance. As previously mentioned, films and television works serve as carriers of culture, reflecting the creators; value systems. Students are influenced by the values portrayed in these works to some extent. When applying these works to teaching, teachers should carefully manage the ideological orientation of the materials, avoiding content that carries cultural biases or ideological misguidance, and strive to select materials that convey positive values. For materials involving sensitive cultural differences, teachers should guide students to develop critical thinking through appropriate guidance. In summary, British and American film and television materials should be academically processed to better align with the principles of college English teaching.

4.2 Find the Right Time to Apply Film and Television Materials, and Reasonably Grasp the Teaching Pace

British and American film and television materials are not only a supplement to teaching resources, but also a teaching strategy. In actual teaching, teachers should find the right time to apply the materials and grasp the teaching rhythm reasonably, which not only ensures the teaching effect, but also makes the film and television materials not "upstage". First of all, in the classroom lead-in, teachers can choose short video clips to quickly construct language situations, and select video clips that are highly compatible with them according to the language theme and teaching objectives of the teaching content. The selected content can not only fully mobilize students' existing knowledge reserves, but also introduce new knowledge points. We should also pay attention to avoiding that video clips are too complicated to interfere with normal teaching themes and guide students to enter the learning state quickly in the limited classroom lead-in time. For example, when learning the related vocabulary of travel theme, you can play the scenes of airport dialogue in film and television dramas; When learning the content of communicative language, you can show business negotiation fragments. The length

of short video material will not take up too much classroom lead-in time, but also can quickly substitute students into language situations and better enter the learning state. In the stage of knowledge explanation, English and American film and television materials can be used as empirical materials of language phenomena, and at this time, they can be repeatedly played and analyzed sentence by sentence, so that students can understand the grammatical structure and pragmatic analysis of dialogue. Teachers should analyze the linguistic content and features contained in film and television materials in advance, design learning tasks around film and television clips and teaching themes, and guide students to learn from superficial language forms through small tasks, gradually deepen their pragmatic logic knowledge and stimulate their learning initiative. Secondly, form an efficient interaction with students through film and television materials. For example, students can be encouraged to imitate the roles in film and television dramas and restore the emotional expression in the dialogue on the premise of clarifying the language tasks; You can also try to adapt the script to reflect a variety of communication strategies; Or use group discussion to discuss the cultural conflicts in film and television materials, so that students can express their views in English to further improve their oral and expressive skills. Thirdly, dynamically adjust the teaching rhythm. Although film and television resources can effectively improve the effect of college English teaching, they are only a teaching aid, so the teaching rhythm should be dynamically regulated in actual teaching. The continuous playback time of a single video clip should not exceed 10 minutes, otherwise it will affect students' attention. Teachers should first mark the teaching focus, and strengthen the target content by pausing questions and focusing on playback. After class, we will design tasks such as dictation of video clips and evaluation of cultural phenomena to further extend the classroom teaching content.

4.3 Offer Elective Courses on British and American Film and Television Appreciation

British and American film and television materials are diverse in form and rich in content, and their functions cannot be fully exerted only by limited classroom time. Therefore, teachers can set up elective courses of British and American film and television appreciation to further expand college English teaching resources. Attention should be paid to the optional course of British and American film and television appreciation, which is the expansion of college English teaching system, and it needs to follow the principles of systematization, advancement and application, in which systematization means that the course content should be integrated into college English knowledge system, which will help students improve their knowledge structure; Advanced means that the course of film and television appreciation should also conform to the law of students' cognitive development, and design different teaching tasks according to students' knowledge level; Applicability means that the course content should be able to bring students into the real context and comprehensively improve their English knowledge application ability. The design points of the elective course of British and American film appreciation mainly include two aspects: on the one hand, it is clear about the

content structure of the course. The content of the elective course of British and American film appreciation includes three modules: language analysis, cultural interpretation and artistic appreciation. Language analysis mainly analyzes the phonetic features, rhetorical devices and discourse structure of film and television dialogue, which can strengthen the training of students' sensitivity to phonetic recognition, master the application of rhetorical devices and understand the cohesion mechanism of discourse. Cultural interpretation interprets the historical background, social concept and value system of film and television works, cultivates students' critical cultural consciousness, and makes students realize the value conflict and historical narrative mode behind culture. Art appreciation further discusses the lens language, narrative strategy, aesthetic style, etc. Through art appreciation, students can understand how film and television directors convey emotions and express plots through lens language, and how to analyze the metaphors contained in them, such as the cold tone may imply the lonely mood of the characters, while the shortness of music indicates the plot conflict; And different film and television works have different artistic styles, so students can feel the language differences in different cultural contexts. The three modules are integrated to jointly improve students' language ability, cultural accomplishment and aesthetic level. On the other hand, innovative teaching mode. The task of film and television translation can be designed to make students experience the cultural barriers in the process of different language transformation; Conduct dubbing training to improve students' control over English pronunciation and intonation through phonetic imitation and emotional reproduction. A large number of practical activities can help students transform static language knowledge into dynamic application ability.

5 Conclusion

In summary, British and American film and television materials contain authentic language content that reflects the thinking patterns, values, and social culture of English-speaking countries. Integrating these materials into university English teaching not only enriches the teaching resources but also creates a more multidimensional language learning environment through audio-visual integration. Therefore, studying the application strategies of British and American film and television materials in university English teaching is of significant practical importance. In actual teaching, teachers should carefully select appropriate film and television materials, choose the right time to use them, and manage the teaching pace effectively. If conditions permit, elective courses on British and American film and television appreciation can be offered to fully leverage the role of these materials.

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