



A Study on the Application of English Video Materials in Higher Vocational English Teaching

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Abstract. Higher vocational students generally have a weak foundation in English and low learning enthusiasm. The application of English video materials in higher vocational English teaching can make up for the dullness of textbook-only teaching. Integrating English video materials close to students' study and life into classroom teaching enriches teaching scenarios, exposes students to an authentic native language environment, further stimulates their enthusiasm for language learning, and improves their comprehensive ability to use English.

Keywords: application, English video materials; higher vocational, English teaching

1 Introduction

Higher vocational students show uneven English foundations, insufficient learning motivation and lack of learning initiative. With diverse forms and life-oriented content, English video materials can well remedy the deficiencies of traditional English teaching. Through intuitive audio-visual perception, they create a real language environment for students, helping improve students' English listening comprehension, oral expression and cross-cultural communication competence, and exert positive significance on optimizing the current learning situation of higher vocational English education.

2 Analysis of Existing Problems in Higher Vocational English Teaching

Some higher vocational students have weak English foundations accumulated in senior high school and fail to develop good learning habits. Upon entering higher vocational colleges, they hold a negative attitude and even resistance toward English learning. Without heavy academic pressure, they lack initiative and motivation to learn. Most higher vocational English teachers adopt the traditional teaching mode, taking written textbook materials as the main teaching carrier and arranging listening, speaking, reading and writing exercises based on textbooks. Textbook content is static and mo-

notonous, and is mostly disconnected from students' study, life and majors, failing to arouse students' attention and learning motivation. Consequently, many students are distracted in English classes, indulging in mobile games, novels and online episodes instead of participating in classroom learning. The classroom easily falls into a situation of teacher-centered monologue with little student interaction and low learning engagement.

This college is dominated by science and engineering majors with a large number of male students. They are energetic and active, making it difficult for them to concentrate on memorizing words and learning grammar for a long time, and the knowledge they learn is hard to retain long-term. Studies have indicated that properly selecting English film and television materials and integrating them into classroom teaching can effectively improve higher vocational students' listening proficiency and cross-cultural communicative competence^[8]. Therefore, incorporating pictorial and audio resources such as English video materials into classroom teaching can stimulate students' audio-visual senses, attract their attention, arouse their learning enthusiasm and ultimately improve their academic performance.

3 Application Value of English Video Materials in Higher Vocational English Teaching

Film and television appreciation can effectively stimulate students' learning interest, facilitate English language acquisition, and imperceptibly enhance their artistic appreciation ability. The application of English film and television works in higher vocational English teaching can effectively expand teaching capacity, improve teaching efficiency and mobilize students' learning initiative. It guides students from intuitive perceptual cognition to rational thinking and artistic appreciation of film and television works, thus enhancing their English listening and speaking skills as well as film and television appreciation literacy^[7].

3.1 Enhancing Students' Learning Interest

English video materials cover rich resources such as episodes, interviews, speeches and movies, involving various professional fields and daily life scenarios, which comprehensively cover the communication scenarios of students' future work and life. Compared with tedious textbook corpus, film and television corpus is vivid with complete contextual information and more popular among students, greatly stimulating their learning passion^[3]. Presented in an intuitive audio-visual form, English video materials create an immersive language environment for learners. College English teachers should make full use of the vivid teaching resources of English video materials to mobilize students' subjective initiative, instead of confining teaching content to limited textbook resources. Novel content in film and television materials can release students' independent thinking ability^[2].

While watching film and television materials, students can not only listen to authentic English pronunciation, but also observe speakers' facial expressions, body

language and other non-verbal information, which helps them fully understand the connotation of language expressions. In addition, the plots and stories in film and television works can easily capture students' attention, encouraging them to take the initiative to learn and explore relevant language knowledge, thereby effectively boosting their interest and enthusiasm in English learning.

3.2 Expanding Vocabulary and Improving Listening and Speaking Proficiency

Integrating English video materials into higher vocational English teaching enables students to practice listening and memorize vocabulary while enjoying video clips. They can even imitate pronunciation, intonation and follow lines to practice oral English, and directly learn authentic English expressions as well as the appropriate application context of sentences.

In the teaching unit of Greetings, textbooks list a variety of greeting sentence patterns. The popular online sentence "Are you OK?" is often used by students as a meme, yet they cannot explain why it is inappropriate for daily greetings. The teacher played a clip from E.T. the Extra-Terrestrial, in which Elliott asked the frightened alien "Are you OK?" with great concern. Students immediately realized that the sentence is used to show concern when someone encounters trouble, rather than as a daily greeting.

Affected by the negative transfer of mother tongue, vocational students need contextual support in oral English learning, which can be well provided by authentic English video materials. The same sentence may carry different meanings in different contexts. For instance, the frequently-used phrase "come on" has multiple interpretations including "hurry up", "cheer up" and "come off it", whose exact meaning depends on intonation, context and scenario. Film and television materials help students accurately distinguish its different implications in various situations.

3.3 Facilitating the Understanding of Western Cultural Knowledge

Language learning is inseparable from cultural learning. Nevertheless, there exist great cultural differences between China and the West, making it difficult for students to understand Western culture. Many English textbooks are not compiled by native English speakers, and a large proportion of English teachers lack overseas study experience. As a result, Western cultural knowledge explained in textbooks and classroom lectures is rigid, theoretical and stereotyped, hard for students to comprehend. Introducing British and American TV dramas into English classrooms helps strengthen students' vocabulary memorization and deepen their understanding of Western culture and social etiquette^[5]. Watching original English movies helps students interpret Western culture, religious beliefs, ways of thinking and social etiquette, allowing them to perceive Sino-Western cultural differences while enjoying audio-visual feasts and spiritual nourishment.

When teaching the text about Sino-Western festival comparisons, the teacher played clips from Home Alone 1 to help students learn about Christmas dinners, decorations, church activities and festive atmosphere. Since students only had a superficial understanding of Halloween, short clips about Halloween from Charlie and the Chocolate

Factory and E.T. the Extra-Terrestrial were shown in class, enabling students to gain an intuitive understanding of Halloween parties, costumes, parades, pumpkin carving and the classic trick-or-treat tradition. Film and television materials are far more vivid and impressive than teachers' verbal descriptions for students' understanding and memory.

4 Selection Principles of English Video Materials

English video materials are mixed in quality and not all suitable for classroom teaching. Appropriate material selection is essential to broaden students' English learning horizons. Higher vocational English teaching should select film and television resources in accordance with the principles of positive value orientation, moderate difficulty and closeness to real life, and combine them with classroom activities to improve teaching effectiveness^[6]. They need to screen materials and select those suitable for vocational students' English proficiency, positive in theme and conducive to English learning. In teaching, teachers should choose English film and television works with content closely related to textbook topics, standard pronunciation and authentic expressions, intercept educationally valuable clips with video editing software, and guide students to learn English pronunciation, intonation, rhythm and wording, perceive English thinking modes and the emotional connotation of sentences^[4].

4.1 Conforming to Core Socialist Values

Teachers shall select high-quality English video materials that conform to core socialist values. Higher vocational students are in a critical period of shaping their world outlook, outlook on life and values, and are vulnerable to external influences, thus requiring correct guidance from teachers. With abundant online resources available, teachers should choose positive and inspirational film and television materials to offer positive guidance for students' study and life. Films such as *Forrest Gump*, *Homeless to Harvard: The Liz Murray Story* and *The Pursuit of Happyness* shape positive and self-improving characters. Their stories of striving for a better life and changing destiny can inspire students to stay motivated and study diligently.

4.2 Close to Students' Study and Life

Horror and thriller movies contain thrilling scenes that are inappropriate for classroom screening and may cause physical and mental discomfort to students. In addition, their vocabulary and lines are unsuitable for students to learn and imitate. Therefore, teachers should prioritize materials close to students' study and life, and select relevant film and television resources according to unit themes. Documentaries are also ideal options. BBC and Discovery documentaries are popular among students at all levels, featuring standard pronunciation and rich vocabulary, which are excellent resources for listening training and knowledge expansion. As visualized historical records, documentaries strengthen students' global connection and broaden their knowledge scope.

Considering the large number of male students in this college, *Man vs. Wild* hosted by Bear Grylls, full of adventure and challenges, can greatly arouse students' learning enthusiasm. Campus-themed movies such as *High School Musical* and *Freaky Friday* fit students' age characteristics well, helping them understand American campus culture and resonate with the content. Some classic old films are relatively outdated in shooting techniques, slow in plot development and poor in picture and sound quality, failing to attract students' interest, so teachers need to select them cautiously.

4.3 Appropriate Difficulty and Moderate Duration

Teachers should select English video materials with moderate difficulty. Movies and animations close to daily life are more suitable for students with weak English foundations. Animations generally feature clear dialogues and appropriate difficulty level, such as *Zootopia* and *Sing*. *Kung Fu Panda*, closely linked to Chinese culture with clear lines and high-frequency vocabulary, is highly applicable for higher vocational English learning. By contrast, science fiction films like *The Martian* involve professional knowledge of computer science, internet, physics and agriculture, which are too difficult and specialized for vocational students.

English video materials should not occupy excessive class time. Teachers shall edit clips in advance and control the duration and content reasonably according to teaching needs. Generally, the duration of film and television materials introduced into classroom teaching is about 15 minutes^[1]. Excessive application will overshadow the main teaching objectives, making students ignore core English knowledge learning. Hence teachers must control the time allocation properly.

5 Case Study on the Application of English Video Materials in Higher Vocational English Teaching

Integrating English video materials into higher vocational English teaching can stimulate students' learning motivation, help them acquire Western cultural knowledge, broaden their horizons, and enhance their ability to understand and use language and culture. It also enables students to behave appropriately in future foreign-related communication scenarios.

5.1 Integration of English Video Materials into Classroom Teaching

English video materials can be used as lead-in background knowledge. As an important cultural symbol of America, Thanksgiving is a crucial local festival. To help students intuitively perceive Americans' emphasis on Thanksgiving and related traditional activities, the teacher played wonderful clips from *Free Birds*, introducing the origin, customs and traditional food of Thanksgiving in an animated and vivid way, leaving a deep impression on students.

They can also serve as supplementary teaching materials to boost learning interest, expand horizons and enrich classroom fun. When learning the text *Never, ever give up*

about Winston Churchill and Abraham Lincoln, the teacher played Churchill's classic speech clips from *Darkest Hour*, guiding students to learn, imitate and recite classic lines such as "We shall fight with growing confidence and growing strengths in the air. We shall defend our island whatever the cost maybe". Combined with text learning, students perceived the power of perseverance and the passion for success, and understood the philosophy that perseverance can ultimately overcome all obstacles and lead to success. Students were also invited to deliver impromptu speeches by imitating Churchill to consolidate and internalize knowledge.

Moreover, English video materials can be applied to unit summary. In the unit of fashion, students learned the life story of Gabrielle Chanel and her pursuit of female freedom. After text explanation, the teacher presented Chanel's creed defined by three words: conquer, master and love, which helped students easily understand Chanel's pursuit of freedom and courage to lead the fashion industry, deepen their comprehension of the text, and grasp the essence of freedom advocated by Chanel.

5.2 Offering English Film and Television Appreciation Courses

Most vocational students enjoy watching British and American TV dramas and movies. Offering special English film and television appreciation courses or second classroom activities is an effective way to combine students' hobbies with English learning. Professional teachers can lead students to appreciate films, experience exotic customs, learn vocabulary and sentence patterns, and excerpt classic lines in a relaxed and pleasant learning atmosphere. This transforms students' passive mechanical memorization into active induction of language rules, enabling them to learn contextual pragmatics, use English correctly, avoid communicative errors and improve cross-cultural communication competence.

Such courses also facilitate students' learning of British and American cultural knowledge. When watching *Night at the Museum*, teachers should pre-explain the background of historical figures in the film, including the 26th US President Theodore Roosevelt, American explorer Jedediah Smith, Christopher Columbus who discovered the New World, and the cultural connotation of Easter Island Moai statues, allowing students to acquire historical and cultural knowledge while enjoying the film. Students can learn Western culture, social customs and thinking modes from videos. Moreover, such courses help enhance students' cross-cultural communication ability and broaden their horizons effectively.

5.3 Organizing English Dubbing and Speech Competitions

English video materials can be used for listening and oral training, enabling students to perceive authentic pronunciation and intonation, cultivate language sense, and get rid of rigid textbook listening and oral exercises. English dubbing applications provide abundant resources of American and British dramas, songs and speeches for students to imitate and follow freely, making English learning interesting. Teachers can guide students to dub classic movie clips in class for listening and oral training, or assign daily dubbing check-ins as after-class homework. In addition, schools can organize

English dubbing and speech competitions to expose students to authentic English materials and promote English learning through competitive atmosphere.

6 Conclusion

The integration of high-quality English video materials into higher vocational English classrooms can mobilize students' learning enthusiasm, broaden their horizons, expand their vocabulary, and improve their listening, speaking and cross-cultural communication competence. Higher vocational English teachers should continuously explore and innovate and break the traditional teaching mode. They should properly select appropriate film and television resources, reasonably arrange classroom application, and give full play to the advantages of audio-visual materials to promote students' comprehensive English ability.

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