

## **Analysis on the Practice of Film and Television English Teaching in Art Majors**

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**Abstract:** Art majors have distinct personality and unique thinking patterns and strong perceptions of art. College English teaching is not only the teaching of English knowledge and skills, but also the recognition of English culture. English original film and television works are cultural communicators, reflecting the language and culture of these countries. Based on the characteristics of art majors, this paper proposes that the application of film and television English to college English teaching is an effective attempt to diversify English classroom teaching.

### **Introduction**

The Ministry of Education's forthcoming Guide to College English Teaching (hereinafter referred to as the Guide) reaffirms English as the most widely used language in the world. It is an important tool for international exchanges, science and technology, and cultural exchanges. It has the dual nature of instrumentality and humanity. Instrumentality refers to improving the ability of college students to listening, speaking, reading, writing, translating, cultural communication, academic or professional communication; humanity refers to the cultural tolerance of language learning, to understand language as a cultural carrier Hosted culture. The Guide emphasizes the need to strengthen the cultural communication ability of college students, and points out that English teaching should reflect people-oriented. The film and television English in the original English film and television works integrates the language into the real and vivid scenes, which is in line with the artistic perception ability of art majors, which is conducive to improving their enthusiasm for learning English. It is an effective attempt to diversify English classroom teaching.

### **College English Teaching Must be combined with Culture**

The goal of college English teaching is to develop students' English application ability, enhance their intercultural communication awareness and communication ability, develop the ability of independent learning, improve the comprehensive cultural quality, and enable students to be effective in study, life, social interaction and future work. The teaching philosophy of college english is to highlight the basic and applied nature of college English learning. Based on input, it emphasizes the cultivation of English output ability. Language and culture have a close relationship. Each language carries a specific cultural connotation. The two complement each other and progress together with the development of human social civilization. Learning language needs to pay attention to the development of language ability and social ability (cultural ability), that is to say, learning foreign languages must learn culture, foreign language teaching must be combined with cultural teaching, and pay attention to cultivating students' intercultural communication ability. Learning a foreign language requires not only mastering the pronunciation, grammar, vocabulary and idioms, but also how people who speak the language view things and how to observe the world; how to use them to reflect their social thoughts, habits, behaviors .To understand their "language of the mind", that is, to understand the culture of their society.

The development of modern technology enables teachers to better apply film and television English to English teaching, and combine language education with cultural education. It can also combine emotional materials with students' image thinking to create the best learning situation. This kind of teaching mode is rich in resources, distinctive in characteristics, and has a linguistic situation and vivid image. It can maximize its potential in teaching, fully mobilize the enthusiasm of students, and obtain excellent teaching results.

### **The Necessity of the Use of Film and Television Language Culture in College English teaching**

In the "second language acquisition theory" of American linguist Stephen Krashen, the "language input hypothesis" is the core of its theory. Krashen believes that only when the learner comes into contact with "understandable language input", that is, a second language input which slightly above his current level of language skills, he can focus on meaning or information. Acquisition can only be achieved when understood, not by understanding the form. This theory provides a theoretical basis for the use of film language culture in the teaching of college English. Integrating film and television English into English teaching can attract students to the context of the film through vivid, standard language, realistic and colorful scenes, and ups and downs of the story. This is a good condition for acquiring language. In such a unique language learning environment, students will be happy to see, listen, and imitate, so that language knowledge can be more proactive, and it will feel natural and smooth. Language learning is obtained in a certain context and is associated with relevant cultural background knowledge, so language expression and wording will be more precise.

Input is an external factor of learning and a prerequisite for language acquisition; the output of language acquisition is an internal factor, which is mainly related to the subjective initiative of learning, that is, subjective consciousness. This requires college English teachers in art colleges to pay attention to the input and output of students' language during the teaching process. It is necessary to keep pace with the times, teach students in accordance with their aptitude, and create a distinctive English teaching model according to the characteristics of students' art majors.

Language teaching experts Susan Stempleski and Barry Tomalin believe that audio-visual teaching is more comprehensive and realistic than any teaching medium. The thinking and image ability of art students is strong, and they have more interests in art works and knowledge related to the profession. English teachers in art schools are increasingly fully aware of the importance and necessity of cultural teaching, and are committed to exploring teaching methods and strategies that combine language and culture through the teaching practice of film and television English.

As a kind of cultural product, film and television works are a combination of visual, listening and speaking. The scenes presented are real and vivid, and can show the various aspects of a nation's era, history, geography and culture. Watching the original English film can make students feel the culture in the real scene and experience the charm of another language, learning the correct expression of English and pure pronunciation; comprehending the national spirit and customs of the English-speaking countries and spiritual quality is conducive to cultivating students' thinking ability and improving students' intercultural communication ability and comprehensive quality.

### **The Language and Culture Connotation in English Film and Television Works**

**Film and television works are the carrier of language, which helps students learn language in a natural communication environment. The specific functions are as follows:**

#### **1. The classic lines can reflect the character of the figure, condense the philosophy of life, and have educational significance**

Movies are the epitome and sublimation of life. Most of the classic English film lines have distinct language features, simple and clear, easy to understand; many classic lines are full of life philosophy, can enlighten the soul, and be educational. It is helpful for students of related film majors to learn English, to understand and rehearse foreign dramas, and to shape characters.

Christine Collins, the actress in the American film "The Suspected Cloud", has a saying when she educates his son: "Never start a fight, always finish it." It is also Christina's principle of being a human, but also her tenacity and struggle against the dark side of society. The dialogue between the lines and characters in the American film "Forrest Gump" makes the audience remember a strong and optimistic mother, and A-Gump, who struggled hard and turned from a mentally retarded person into a legendary figure in the American heart.

## **2. Film and television works allow students to experience pure pronunciation**

Film and television works not only bring entertainment to students, but also good audiovisual effects and pure pronunciation. The British film "The King's Speech" is very suitable for the selection of film and television English classroom teaching. The speed of dialogue in many bridges in the film is not very fast, and the time for bilingual subtitles to stay on the screen is longer. The fascinating use of the language plays an important role in shaping the characters. Many viewers like the performance of Oscar-winning Colin Firth, because his interpretation of the characters in the film is very extreme, and the lines are accurately grasped. His tone is bright, magnetic, and the language is profound. The British culture embodied in the film is concentrated in Royal English. Royal English is considered to be the most standard and pure English, symbolizing orthodoxy, authority, and taste. On the occasion of the outbreak of the Second World War, King George VI of the United Kingdom successfully published the famous speech, which inspired the British soldiers and civilians in the "World War II". "If one and all we keep resolutely faithful to it, ready for whatever service or sacrifice it may demand, then with God's help, we shall prevail." The whole speech language is exquisite and elegant, the words are decent, and the words are smooth and catchy. Colin Firth's pure, standard, noble, elegant royal accent, coupled with sacred and real performances, is ideal for students to imitate and read, which enriches the classroom listening and speaking content and receives very good classroom teaching effect.

## **3. According to the artistic treatment of the lines in the role of the film, the students can be simulated to conform to the phonetic intonation of the character**

Al Pacino, the star of the American film "Scent of Woman", is extremely vivid with his profound understanding of life, as well as his outstanding acting skills, to perform a violent and helpless veteran officer. Al Pacino's handling of lines, the tone of voice is sometimes impassioned, sometimes careless, sometimes inferior and reluctant, and sometimes sophisticated. In the film, the mantra of Frank's mantra "Huh-Wow" appeared many times, and it also added a lot of color to the character, which is worth learning.

At the end of the show, Al Pacino's deep performance skills are displayed to the fullest, and the big lines are all in one go. "It's a valuable future, believe me. Don't destroy it, protect it. Embrace it. It's gonna make you proud one day, I promise you." In the English class, you can use this line to repeatedly play the students. After the students are familiar with the whole language environment, the words will be made into PPT courseware, and the teacher will explain the language knowledge. Students are asked to read aloud. If students can imitate the voice tone of Al Pacino, the pronunciation will be more flavorful.

The logic of the film lines is very strong. For example, the lines of "Scent of Women" have the eloquent beauty that is unique to the defense words. In life, people use the hints of language, ridicule and other forms to express their inner real thoughts. The language is expressed in such a vivid and fascinating way, which can make students understand the various uses of language.

## **4. The Classroom Practice of Film and Television English Teaching**

Classroom teaching of film and television English is an effective means to promote language acquisition. Flexible and efficient classroom activities can effectively improve students' English communication skills and comprehensive ability.

## **5. Teachers are the organizers and guides of film and television English teaching**

Teachers should clarify the purpose, importance and uniqueness of film and television English to students, so that students should pay attention to the study of film and television English from the ideological point of view and establish a sense of active learning. Teachers should carefully select appropriate film materials and carefully design various effective teaching activities, including introducing students to the context, related vocabulary and language and culture content. Art students have a strong sense of participation and performance. Teachers can display the dialogue or monologues of certain fragments in the film as PPT courseware to students, let students imitate role-playing, and arrange short plays according to the film plot. After class, students are asked to write a film review from the perspectives of the characters, plots, music, themes, art, etc. related to their profession; or play their own imagination, write different endings according to the development of the plot; or make a second creation, teachers timely comment and counseling. These teaching methods help students to effectively output their language, which is conducive to improving students' practical application ability and cultural literacy.

#### **6. The design of classroom teaching activities should reflect the student-centered approach and change the traditional English teaching methods**

Through the film with excellent audio-visual effects, the distance between students and English is brought closer to stimulate students' enthusiasm for learning, mobilize their potential ability, and change passive learning into independent learning.

#### **Conclusion**

The application of film and television language culture to English teaching is an effective attempt to diversify English classroom teaching. It provides a vivid and realistic learning atmosphere for art students to learn English, and has a significant effect on improving students' language skills. Teachers should constantly understand and learn art-related professional knowledge, observe and master the psychological performance and personality characteristics of art majors in English learning, and constantly explore the art teaching rules of art majors; through the film and television teaching, the language input and output activities organically in combination, students will gradually improve their comprehensive cultural literacy and enhance their intercultural communication and communication skills.

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