

Analysis of Research Papers on the Use of English Movies in Chinese Senior High School English Teaching in the Past Three Years

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Abstract: *Much attention has been paid to using English movies in senior high school English teaching in China since the release of 2017 edition of Senior High School English Curriculum Standards that lists English Movie Appreciation as an optional compulsory course. Senior high school teachers have conducted substantial research over the past three years regarding the practical application of English movies in their teaching, yet there has been a lack of thorough and systematic of analysis of the large number of relevant papers published, which, more or less, limits the understanding and further advancements of this study area. This paper attempts, in light of the emerging systematic review methodology, to present an overview of the research papers spanning the period 2019 to 2022 on the use of English movies in Chinese senior high school from the four perspectives: language ability, cultural awareness, thinking quality, and learning ability based on the concept of core literacy of English as an academic discipline in the new curriculum standard. With focus on the discussion of the common problems and corresponding countermeasures that have been sorted out from the works of front-line teachers, the paper also puts forward suggestions and prospects for further studies.*

Keywords: new curriculum standards, senior high school English, movie teaching, systematic review methodology, core literacy of discipline

1. Introduction

The advancement of education informatization has ushered in a new era where the improvement of education quality for all nationals is almost a must. China's senior high school education is especially facing such a daunting task. To meet the challenge, the Ministry of Education launched the revision of English curriculum standards for ordinary senior high schools in 2013, which took four years to finalize, and released *Senior High School English Curriculum Standards (2017 Edition)* (hereinafter referred to as *New Curriculum*) on January 16, 2018, with the most recent revision again in 2020. Compared with the 2013 version, the *New Curriculum Standards* has two major changes that exist in the preamble part: (1) one is the proposal of the new essential concept of "developing core literacy in English as a discipline and implementing the fundamental task of establishing moral education" (Bao & Ji, 2018); and (2) the other is the stress on the importance of applying modern information technology to enrich English course learning resources. All this suggests that senior high school English teaching in the new era should reasonably use information technology to help foster the concept of core literacy that is conducive not only to the learners' command of language skills in listening, speaking, reading and writing in English teaching, but also to the cultivation of students' intercultural communication skills, thinking qualities, learning abilities, and moral values.

In the context of the new curriculum reform that aims at core literacy, use of English movies and TV shows in English teaching has been recognized as an effective medium in recent years to arouse students' interest in learning (Gao, 2014), and to promote senior high school students' participation in their English classroom activities and thus improve

their English proficiency (Shen, 2021). Using film and television works in English teaching is also welcomed as an innovation to challenge traditional teaching methods that are sometimes criticized for focusing on the training of learners' test-taking ability such as vocabulary memorization and grammar study, leaving little room for the comprehensive cultivation of students' core literacy in English as a discipline. Worth mentioning is that the English film and television appreciation course, a course taking advantage of online media resources and information technology to fit the description of the multimodal teaching in English subjects (Jiang, 2019), is upgraded in the *New Curriculum Standard* from an elective course to an optional compulsory course that gives credits required of candidates who must take eight credits from these selective required courses before taking the national college entrance examination.

Research on English films as teaching materials between 2005 and 2009 was plentiful and the topics were various mainly discussing qualitatively the use of English movies in audiovisual teaching, and especially in cultural value teaching. Yet most research papers in this period had college students as their research objects rather than high school students, and the empirical research was markedly insufficient (Lou, 2010). As of January 2022, the number of literature studies on English film teaching in senior high schools in China Knowledge Network (CKN) is less than half of that on English film teaching in college, and most of them authored by front-line secondary school teachers were published in featured journals with low citations. The number of English learners in high schools is obviously larger, yet papers from their teachers based on classroom observations and application have received disproportionate attention, and above all, there is a lack of systematic overview of those papers. With discussions about particular

assignments designed to match the teaching objectives on the part of learners' language skills in speaking, listening and vocabulary learning, etc, those middle school teachers' studies provided insights into actual high school classroom teaching models, methods and strategies, and thus an overview of their research can serve as a reference framework of research guidance for the front-line teachers and other researchers as well.

The overview as such will give a picture of current state of research on English language teaching and learning in senior high schools with the help of the emerging systematic review methodology, a comprehensive research method with a knowledge innovation function (Gong, Zhao, Liu & Wang, 2020). Through literature screening rules based on the research questions that are designed to meet the specific research purpose, and the use of standardized techniques to select and integrate data from the selected literature, this study summarizes the teaching research in the past three years in the context of the new curriculum reform from the following four disciplinary literacy dimensions: language ability, cultural awareness, thinking quality, and learning ability.

2. Research Design

This study aims to adopt a systematic review methodology to scientifically screen and categorize the literature and provide reliable data support for objectively presenting the current status of senior high school English film and television teaching research.

2.1. Systematic Review Methodology

The systematic review methodology, unlike the traditional review method, is a comprehensive search of the literature using electronic databases, a rigorous screening of

all relevant literature according to scientific criteria, driven by precise research questions and scenarios, and a quality assessment of the selected literature using standardized and structured techniques (Huang, You, Tu & Zeng, 2017).

For the exploration of the current status of research on the use of English films and TV dramas in senior high school English teaching in the context of the new curriculum reform, the questions to be answered are: (a) what are the research focuses and research methods concerning the high school English movies teaching after the new standard reform; (b) what are the research findings concerning the core literacy of English as a discipline; (c) what are the problems of this English movie teaching.

According to the definition of film and television works, film and television works are not limited to movies and TV dramas, but in the general public perception, film and television mean movies and TV dramas, and the application in English film and television teaching is using these two types of works. Therefore, to effectively obtain high-quality research literature on English film and television education in senior high schools in China in the past three years, a search was conducted in the China Knowledge Network database with relevant keywords “(film and television + film + television series) * English * (senior high school - vocational senior high school)” in the searching boxes, and time set from January 2019 to January 2022. As a result, a total of 141 documents were obtained.

Based on the purpose of the study, the initially obtained literature was selected by the following three screening conditions. First, the research object must be general senior high school students, excluding other research objects, Second, it must be a study specifically on the application of English film

and television in teaching English subjects. Third, only journal articles and dissertations were selected, thus excluding conference proceeding, reports, and others.

According to the above screening conditions, 83 articles were first obtained after the initial screening on titles and abstracts, and then through a thorough reading of these 83, a number of 66 articles were finally identified and numbered (see Appendix for details).

2.2. Literature Analysis

The research method of systematic literature review has received attention in education since the new century (You & Huang, 2017). The method integrates and reconstructs the fragmented information in the literature in a systematic way, so it is well suited to be applied in the research on the results of English language teaching and learning in high school. However, most of the relevant literature coming from front-line teachers at the high school level have problems such as overlapping research results and messy information due to a lack of pedagogical communication and research paradigms. Therefore, there is an urgent need for a scientific method that generalizes the results and achieves systematic circulation and updating of knowledge. The following will present the analysis results of the research focus and research methods.

2.2.1. Points of focus

Based on the role of English movies and TV shows in teaching, research on the topic can be divided into two main categories. The first category is Teaching Applications and the second category is Film and Television Appreciation Courses. teaching applications and course of films appreciation. The former refers to using English movies and TV

shows as a teaching tool in English language teaching, and the latter focuses on designing courses aimed at appreciating English movies and TV shows. According to the research questions, the study is divided based on the essence of four core subject competencies: language ability, cultural awareness, thinking quality, and learning ability. Language ability, for example, refers to language comprehension and expression in listening, speaking, reading, and writing. The literature research focus has resulted in separate studies on teaching listening and speaking and combined studies on both. However, reading instruction is divided into two main research areas. Writing instruction mainly involves “reading to promote writing” using movie scripts, and vocabulary instruction is also included in language ability development. Therefore, the classification will stay consistent with the research focus emphasized in the article. However, the level of attention given to the three core subject competencies of cultural awareness, thinking quality, and learning ability is not high. Hence, the definition of the forms of development for these competencies is unclear. The study aims to maintain the focus without being overly abstract or vague to facilitate more flexible analysis in subsequent sections. Of course, there is also a large amount of literature that only provides general strategy overviews and makes suggestions for problems, which have also been classified.

66 academic papers on English film and television teaching and learning in senior high school during 2019-2022 after the release of 2018 *New Curriculum* were available through a systematic review methodology in the China Knowledge Network database. Among them, 49 were concerned with the pedagogical application of English films and television shows in English teaching, and 17 dealt with film and television appreciation courses (as shown in Table 1).

Of 49 studies of teaching applications, the breakdown is as follows.

- Thirteen of them were overviews of the teaching strategies of using English movies and televisions in high school English teaching.

- One study focused on the experimental research of using English movies in instruction.

- Fifteen studies specifically researched the application of English movies and televisions in listening teaching.

- Four studies focused on the application of English movies and televisions in speaking instruction.

- Three studies specifically discussed the application of English movies and televisions in listening and speaking teaching.

- Two studies specifically explored the use of English movie scripts in reading teaching.

- Two studies were action research on incorporating English movies and televisions into reading teaching.

- One study researched the instructional design of using English movie scripts for “reading to write.”

- Two studies explored the application and impact of English movies and televisions teaching on vocabulary teaching.

- Two studies specifically explored the design of extracurricular activities incorporating English movies and televisions.

- One study was an action research on the

application of English movies and televisions in integrated practice activities teaching.

- one study focused on the cultivation of language and cultural literacy through English movies and television.

- One study explored the application of English movie and television teaching in review classes.

- One study investigated the effectiveness of using English movies and televisions in high school English teaching through analysis of the college entrance exam papers.

Of the 17 studies on film and television appreciation courses, the breakdown is as follows.

- Eleven outlined strategies for developing English film and television appreciation courses.

- One devoted toward the development of critical thinking skills in film and television appreciation courses.

- One was to the role of English film and television course development.

- One studied school-based curriculum development strategies for film and television dubbing.

- Two were studies of English film and television appreciation courses and their development strategies that incorporate cutting-edge teaching concepts.

- One studied the problems of English film elective courses in senior high schools and making suggestions.

Table 1

The research focus of English film teaching (N=66)

Points of Focus		Literature Number	Counts	Percentage	
Teaching Strategies	Overview	[1], [2], [3], [10], [11], [19], [30], [39], [42], [44], [45], [51], [55]	13	21.21%	
	Application Experiment	[60]	1		
Audio-lingual Instruction	Listening Teaching	[6], [14], [17], [22], [23], [26], [28], [29], [34], [35], [40], [43], [46], [53], [59]	15	33.33%	
	Speaking Teaching	[7], [21], [36], [64]	4		
	Learning and Speaking Teaching	[8], [48], [49]	3		
Teaching Applications	Film and Television Scripts	[9], [12]	2	6.06%	
	Action Research	[63], [66]	2		
	“Reading-to-write” of Film and Television Scripts	[58]	1	1.515%	
	Vocabulary Instruction	[61], [65]	2	3.03%	
	Cultural Literacy	[15]	1	1.515%	
	Activities	Extracurricular Activities	[13], [32]	2	4.55%
		Integrated Practice Activities	[37]	1	
Recitation	[24]	1	1.515%		
Exploration of Validity	[25]	1	1.515%		
Film and Television Appreciation Courses	Development Strategy Overview	[4], [5], [16], [20], [33], [41], [47], [50], [52], [54], [57]	11	16.67%	
	Cultivation of Critical Thinking	[18]	1	1.515%	
	Function of Curriculum Development	[27]	1	1.515%	
	School-based Course in Film and Television Dubbing	[31]	1	1.515%	
	Development Strategies Combined with Teaching Concepts	[38], [56]	2	3.03%	
	Course Questions and Suggestions	[62]	1	1.515%	
Total			66	100%	

In summary, the statistical analysis showed that English film and television teaching had been integrated into the learning of English subjects in the context of the new curriculum reform nowadays (74.2%). The number of studies specifically on film and television appreciation courses only accounted for 25.8% of the total number of studies in the literature, indicating that the development of optional compulsory courses received less attention from scholars, and presumably fewer of them could be formally implemented in the actual teaching work. Therefore, the conditions of the optional compulsory courses proposed by the new curriculum reform were assumed less likely to be implemented in practice.

Most of the research had been devoted to English film and television teaching listening and speaking, accounting for 33.3%. Compared with listening and teaching, the research on reading, writing, and vocabulary teaching was less, accounting for 6%, 1.5%, and 3% respectively. In the cultivation of cultural awareness and thinking quality, although mentioned in other studies, only one article each on the role of film and television in teaching them existed, which showed that the research in these two core subject literacy directions still lacked depth and breadth. In the clever arrangement of activities that could cultivate students' learning ability, the number of studies on the cultivation of learning ability

as a core subject literacy was relatively small, with only three articles devoted to activities. Research results of these four dimensions based on the core literacy of the English discipline will be specified.

2.2.2. Methodologies

To better draw on the research results on the use of English movies in English teaching, this study, based on the educational research methods put forward by Yao and Wang (2010), has further classified the 66 papers into four groups (see Table 2) : (1) discursive research for papers in which the dialectical method is used to logically analyze teaching scenarios or events and overview and summarize the ideas or theories, (2) quantitative research for papers that come to concluding quantification through measurement, calculation, and analysis, (3) qualitative research for papers in which the understanding of the essence of things is the result of the study of educational phenomena, and (4) hybrid research for papers that use both quantitative and qualitative research methods.

As can be seen from the above table, discursive research is the most widely used in English film and television teaching research (86.4%), especially the specific research method of empirical summary method is used, which is often used by front-line teachers to analyze.

Table 2

Statistical table of methodologies (N=66)

Methodologies	Literature Number	Counts	Percentage	Percentage of cases
Discursive Research	[1], [2], [3], [4], [5] , [6], [7], [8], [9], [10], [11], [12], [13], [14], [15], [16], [17], [18], [19], [20], [21], [22], [23], [24], [25], [26], [27], [28], [29], [30] , [31], [32], [33], [34], [35], [36], [37], [38], [39], [40], [41], [42], [43], [44], [45], [46], [47], [48], [49], [50], [51], [52], [53], [54], [55], [56], [57]	57	81.43%	86.36%
Quantitative Research	[5] , [30] , [58], [59], [60], [61], [62], [64], [65]	9	12.85%	13.64%
Qualitative Research	[63] , [66]	2	2.86%	3.03%
Hybrid Research	[63] , [66]	2	2.86%	3.03%
Total		70	100%	106.06%

Table 2 generalizes the experience gained in the teaching process or the facts provided by the educational practice to further develop educational theory (Deng & Mao, 2012). It mainly discusses the advantages, role, and feasibility of film and television teaching and how to apply appropriate teaching strategies to promote English teaching goals such as the selection of film and television teaching materials, the design of teaching sessions, the arrangement of teaching activities, the evaluation of teaching effects, and so on. For example, Huang and Tian (2021) designed a new form of listening and speaking test class based on the movie *Green Book* for the teaching objectives under core literacy. Peng(2021) developed a teaching practice integrating English movie appreciation for the theme of “people and society” in the textbook, which provided front-line teachers with concrete ideas for teaching film and television, and provided a review and reflection on their teaching design, which is of great significance. The next is quantitative

research (13.6%), which mainly adopts questionnaires and experimental methods to quantitatively analyze the effects of educational practice implementation to draw scientific conclusions. For example, Fu (2019) adopted questionnaires and others to set up an experimental group and a control group to compare whether the integration of English movies into teaching could have a positive impact on students’ learning motivation, language ability, and cultural literacy. The conclusion shown from the questionnaires was positive, while the achievement test revealed that film and television teaching had the same promotion effect on achievement. Liu (2019) used a comparative experimental method by combining pre- and post-test, collecting questionnaire data from two groups of students, and analyzing the changes in vocabulary achievement and in learning motivation of the two groups. Jiaqi concluded that film teaching had a significant promoting effect on students’ vocabulary learning motivation and vocabulary achievement.

Finally, in qualitative studies (3%) and hybrid studies (3%), none of the articles used qualitative studies alone. Quantitative and qualitative studies could provide a more comprehensive understanding of the educational phenomenon. For example, Wang (2021) and Ye (2019) used the action research method to analyze the teaching practice of the judged lesson that won the first prize in the provincial reading teaching competition. They used English movies as teaching resources, collected and analyzed teaching logs, interviews, and classroom observation records, and came up with experiences and reflections on the movie reading teaching lesson.

3. An Analysis of the Research Status under the Core Literacy of Discipline

To give a clearer picture of the current status of the research on English movie teaching in senior high schools, the present study has made a systematic categorization of the research focus of the literature according to the subject of core literacy and discusses the research results of each core literacy. The core literacy of English in *the New Curriculum* includes language, cultural awareness, thinking quality, and learning ability. In the two-dimensional topics of focus in Table 1, the research results focused on language ability: Audio-lingual Instruction, Reading Instruction, “Reading-to-write” of Film and Television Scripts, and Vocabulary Instruction. Second, the research results focusing on the cultivation of cultural awareness are Cultural Literacy. Third, the research results that focus on cultivating learning ability include Activities. Finally, the research results in focusing on thinking quality includes Critical Thinking. The remaining eight two-dimensional themes include discussions of core literacy such as Teaching Strategies, Recitation, and Exploration of Validity. In the following section, we will focus our analysis

on literature findings with a clear thematic focus, complemented by relevant results on other topics.

3.1. Research Results on the Effect of Language Ability

Language proficiency encompasses the ability to understand and express language through listening, speaking, reading, and writing, as well as the language awareness and sense of language developed in language learning and use. It is generally cultivated by watching films and videos, simulating dialogues, role-playing, dubbing, and writing film reviews in film and television teaching.

3.1.1. Audio-lingual instruction

Through a close reading of the full text of 22 pieces of literature focusing on the application of listening and speaking teaching, the authors have concluded that the findings of 16 were more consistent. They mainly summarized the teaching experiences of front-line teachers, including the advantages of the application of English film and television, the application strategies in listening and speaking, and the examples of using corresponding teaching clips. A total of six activities were mentioned to promote listening and speaking such as looking at movie images and guessing the meaning of vocabulary, imitating movie dialogue scenes (role-playing or dubbing), setting questions related to movies (fill-in-the-blank questions), repeating listening practice with movie clips without subtitles, watching clips with questions, and explaining vocabulary and phrase knowledge. In addition, choosing films with appropriate difficulty is important such as using pure pronunciation in the lower grades and cultural and meaningful ones in the upper grades. Before teaching, learners should learn about the relevant background cultural knowledge, character introduction,

and the content of the film (including classic lines, colloquialisms, and slang). Teachers can also let students familiarize themselves with the content in advance by distributing well-organized character introductions, story outlines, and vocabulary of difficult words because the class time is limited. Teachers can also use information technology capabilities to intercept exciting movie clips, and select some movie content that contains knowledge points, from either one movie or a collection of multiple movie clips (Yang, 2020).

Meanwhile, three of the 22 pieces of literature brought more insights into front-line teachers' teaching of English film and television in senior high school. Xie (2019), guided by the three theories of memetics, metacognitive strategy, and the principle of learning with using, designed a task-based speaking and listening English class with English movie clips as teaching and learning materials for senior high school students. The complete teaching process, from teaching content to teaching reflection, was theoretically solid and logical and had implications for front-line teachers. Based on theories of speaking acquisition, motivation, and context, Zhang, Wang, and Gao (2020), using the American film *College Freshman* as a case study, proposed five kinds of core literacy-oriented teaching activities: viewing, analysis, silent reenactment, plot reenactment, and discussion sessions, and their teaching practice provided valuable ideas for spoken English class. With similar consideration of the core literacy cultivation, Huang and Tian (2021) applied the language input and affective filter hypotheses to their using movie *Green Book* in teaching, resulting in a well-designed teaching approach that creatively adapted to the English listening and speaking test format used in the college entrance examination. The students' listening and speaking skills were improved through five classroom teaching

sessions: story retelling, reading aloud, role-playing, summarizing quotes, and reciting lyrics, and they were also taken to the stage of reading and writing in after-class assignments such as reading love letters in the movie and writing a letter of gratitude.

Finally, the remaining two articles both used quantitative research methods. In Li's (2019) research, a quantitative study was conducted on whether English film and television could improve senior high school students' listening skills. After 16 weeks of experimental teaching, the researchers utilized questionnaires and audio assessments to evaluate the pre- and post-test results. The study revealed that while there was no significant improvement in the subjects' listening scores, there was a marked improvement in their learning attitudes, expression confidence, and vocabulary usage skills. In Jiang's (2019) study, two complete teaching classes were designed and implemented in line with the multi-literacy teaching method. Through questionnaire, interview, and especially subjective data collected from teachers and students regarding their selection of video clips, the format of subtitle presentation, the order of teaching steps, and the effectiveness of teaching English videos for oral instruction, the study concluded that teachers and students alike approved of using English movies in English speaking class. However, the study did not test oral proficiency, so it was not possible to objectively reflect on whether it could effectively improve students' speaking scores in the research. Nevertheless, the teaching examples in the study under the themes of the two films are well worth imitating and studying by front-line teachers.

Although no research results in the last three years could fully explain the ability of English film and television to improve listening ability, the studies by Liu (2017)

and Gu (2017) both proved the improvement of listening performance after English film-assisted instruction through listening tests. The former did not use a controlled experiment to demonstrate the improvement of listening ability compared with traditional teaching. The latter used a controlled experiment to prove the significant advantages of English film teaching over traditional English teaching. The paper provided valuable teaching cases that could be learned from both movies of *Zootopia* and *Man with a Million* movies. The study on the improvement of speaking ability was shown in Tian's (2013) study on the application of film and television resources in teaching English as a foreign language in senior high school. The study used a questionnaire survey and a speaking test, and they showed that the application of English film and television resources significantly improved students' English learning motivation and speaking ability compared with traditional teaching materials.

However, in the aforementioned domestic studies, listening material selection in the field of listening instruction has yet to be discussed in depth by scholars. Masako Sato, a Japanese researcher, conducted an early study in 2007 that compared the effects of using original movie dialogues versus dialogues read aloud by American males in listening instruction. The study found that although verbal interactions read by native speakers were less challenging to comprehend than those in movies, there was no significant difference in the phonological variation between the two. Of the five phonological variations of vowel omission, assimilation, continuity, reduction, and extinction, extinction is the most difficult to understand followed by assimilation of the same pronunciation. The teaching of movie dialogues can target training students' listening comprehension of both extinction and assimilation. By identifying the degree

and type of phonological changes in the movie dialogues, front-line teachers and researchers can determine the difficulty level and the direction of listening training for the selected clips.

3.1.2. Reading instruction.

Among the four papers focusing on the application of English reading instruction, two studies on the application of film and television scripts to reading instruction, and two action research on the integration of English film and television in English reading instructional competitions for assessment lessons existed.

Wang (2019) and Cao (2019) both valued the teaching methods of using English movie scripts in reading class, but they put them into practice according to different reading approaches. Wang recommended five principles of extended reading, fragment reading, text reading, further reading, and deep reading. Cao opted for film and television scripts as primary materials for extensive reading. Therefore, Wang revised and improved the teaching design of the script excerpt of *Forrest Gump* by focusing on the five teaching links of script introduction, analyzing stage directions, understanding the wording of dialogues, examining text illustrations, and exploring plot clues. Cao designed instructional activities before, during and after the reading of the play. Cao set up a group to discuss the background of the script before reading, learned about the development of the plot utilizing independent reading and team-oriented inquiry during reading, and after reading, talked over the characteristics of the play and ways of reading through teacher-student interaction. Students worked in groups to think about plots, characters, and themes and used multiple evaluation methods to promote learning. Both articles provided examples of the application of film

and television scripts to reading instruction. Studies by Wang (2021) and Ye (2019), though integrating film and television into reading instruction, did not include much ink on this, and the value of the articles was more helpful for front-line teachers to draw on when using scientific action research methods in their research.

3.1.3. “Reading-to-write” of film and television scripts.

The only literature that focused slightly on the application of writing teaching was Sun’s (2019) study, in which the author designed the instructional design of the excerpted script of *Forrest Gump*. The author’s teaching design reflected the application of the “Reading-to-write” teaching model in the analysis of students’ situations, content analysis, teaching objectives, teaching process, and teaching reflections, which was most intuitively reflected in the five instructional steps of background introduction, a quick reading, intensive reading, analytical reading, and writing overview. However, although the teaching design was explicit, the test of the teaching results was not quantified, and whether English film and television could promote the development of writing ability cannot be effectively proved in the thesis.

However, in the last three years, foreign researchers have conducted empirical studies on the effect of English film and television instruction on senior high school students writing skills. Bahri (2019) used action research, and based on the collected data from questionnaire and students’ test of writing competency, he came to the conclusion that using folktale movies in teaching could help to improve the writing ability of “O” level ten graders. Silvani (2020) also took action research to observe and collect qualitative data about teaching and learning processes,

analyze them using thematic analysis, and use writing tests to obtain quantitative data about the test scores given by students at the end of the cycle. The researcher finally concluded that using animated movies in English classes could improve the writing skills of second-year senior high school students. Anggriani(2022) worked with other researchers to investigate the efficacy of using movie stories to improve the narrative writing skills of 11th-grade students through a pre-experimental method. Their findings indicated that such an approach could be functional, as evidenced by pre- and post-test results. To sum up, foreign empirical studies have shown the positive effects of film and television instruction on senior high school students’ writing skills, especially their narrative text writing skills. Drawing on these studies, Chinese researchers are expected to find out how English films may influence their own senior high school students’ writing skills.

3.2. Research Results on the Effect of Cultural Awareness

Cultural awareness encompasses the ability to compare and contrast the differences between Chinese and foreign cultures, the ability to understand the differences between Chinese and foreign cultures, have confidence in Chinese culture, and the identification of the best foreign cultures. English film teaching method has advantages in shaping students’ values and understanding foreign values (Zheng, Jiang & Jiang, 2021). To intentionally cultivate the cultural ability in students, teachers must conduct organized lecturing and heuristic teaching to a certain extent, in addition to the implicit learning that occurs through exposure to films and television.

The impact of English film and television on the development of cultural awareness is mainly obtained through

discursive discussions. Wang (2019) analyzed the importance of cultural literacy enhancement for senior high school students, the role of English film and television in cultivating cultural literacy, and the points of implementation. Traditional English language teaching focuses too much on language skills and vocabulary learning, which is tedious and tends to stifle students' motivation. Incorporating foreign cultural knowledge or customs can arouse students' learning interest and thus develop their cultural awareness. According to Wang, the content of movies and videos could help build a system of British and American cultural knowledge for senior high school students. The combination of sound and pictures could help senior high school students understand and master British and American cultural customs. The storyline could help them understand the spirit of British and American culture such as individualism, freedom, and equality, and the American dream. In terms of implementation strategies, teaching tasks could be designed to discover British and American culture or customs in films, and teachers could add based on students' answers. Films with rich cultural connotations and educational significance are chosen, such as *Forrest Gump* and *The Lion King*. Knowledge points should be explained in the teaching process to promote students' understanding and absorption of cultural knowledge. While the scope of speculative inquiry is restricted, employing quantitative research techniques tends to be more convincing. Fu (2019) used the questionnaire method and found that most students thought that film and television teaching helped improve cultural literacy but did not think they benefited from it, indicating no significant impact on students' cultural literacy. The two conclusions were contradictory. The researchers recommended that the research be conducted for a long time by using tests or observations and that more research

results be generated by using empirical and applied inquiry targeting teaching materials and teaching methods for cultural awareness development.

3.3. Research Results on the Effect of Thinking Quality

Thinking quality encompasses the ability to think logically, critically, and creatively. The character can be developed through teaching activities such as discussion, writing film reviews, debates, and film production in film and television teaching classes.

In recent three years, research on cultivating thinking qualities in English film and television teaching has only involved critical thinking. Critical thinking skills are divided into two dimensions: skills and dispositions. Mindset tendencies require a long-term process to form while thinking skills can be cultivated. According to the six critical thinking skills proposed by Dong Yan, based on the teaching of English film appreciation, Chen (2019) resumed its definition. Through the design of activities and questions with thinking content, the teaching process of integrating reasoning, analysis, and interpretation as one of the comprehensive critical thinking skills and self-monitoring skills was demonstrated. Through the case study of *Cinderella*, the author presented a more concrete explanation of critical thinking and the implementation process of their cultivation. This was beneficial for front-line teachers to understand critical thinking and consciously and methodically adopt teaching activities to promote the cultivation of critical thinking in the teaching process.

In addition to the domestic teaching case of *Cinderella*, Swedish researcher Wilkinson (2018) used critical discourse analysis to screen out scenes from two films, *Little*

Britain and *This is England*, which was suitable for promoting the development of critical language awareness, and provided a complete case study of how teachers can construct students' thinking processes. Front-line teachers can learn to adopt the form of critical discourse analysis proposed by linguist Fairclough (2014) to screen clips that described social systems harmful to human well-being and power relations between people. Topics such as forms of inequality, lack of freedom, poverty, bigotry, oppression, and racism were covered, and teachers applied them rationally to improve students' critical language awareness in English language teaching.

3.4. Research Results on the Effect of Learning Ability

Learning ability refers to students' motivation, approach, planning, and will to learn, their ability to actively engage in English language learning activities, and their practice of developing a view of English language learning activities.

Both the conclusions drawn from the experiences of front-line teachers and the objective data based on quantitative research methods confirmed that English film and television teaching enhanced senior high school students' motivation to learn. There were fewer studies on learning planning. Gu (2017) conducted a questionnaire survey on students' listening learning time planning in a study of applying film and television to listening instruction and found that learners devoted less time to listening learning with more frequent time to watching English films and television clips. While study techniques vary from person to person, arranging appropriate activities could inspire students' learning methods. Zhao (2020) examined students' mastery of learning styles

through rich practical activities and multiple assessment methods to propel students to learn more learning strategies. In the articles by Yan (2019) and Pan (2020), extracurricular activities in the form of English vocabulary competitions, background knowledge sharing, golden sentence recitation competitions, post-viewing writing, and voiceover performance were proposed respectively to cultivate students' mastery of suitable learning methods through diverse practical activities.

The research methods in this field in China are relatively single and need to be more objective. In contrast, Sert et al (2021), researchers who used multimodal conversation analysis to analyze a database of video-recorded interactions in senior high schools, showed that movies provided learning and interaction opportunities and that collaborative attention work among students unfolded when they corrected each other or collaboratively searched for words.

4. Problems and Countermeasures of Senior High School English Film Teaching

From the analysis of the research results above, it can be seen that most Chinese studies apply English film and television teaching to listening and speaking teaching. Still, there are only a few studies on reading and writing skills, cultural awareness, thinking quality, and learning ability. In addition, their research methods need to be diversified and profound. In the simple collection of the Web of Science database, the authors found that foreign research in the direction of listening ability, writing ability, thinking quality, and learning ability cultivation have been studied, and respectively, there were 1, 3, 1, 1 studies. Due to the limited number of collected foreign literature, more is needed to judge the focus of foreign research, but it can be seen from the content of the studies that the forms are

more diverse and the angles are more novel. However, in the areas of literacy teaching, cultural awareness, thinking quality, and learning ability, both domestic and foreign studies are weak, and innovative research can be continued in these areas, for example, whether logical thinking and creative thinking in thinking quality can be effectively improved in English film and television teaching.

At the same time, the analysis of research results also proves that English film and television teaching meets the core literacy cultivation goals of English subjects in the context of the new curriculum reform and that adopting appropriate teaching strategies can maximize the role of film and television teaching. However, there are many problems with English film and television teaching in senior high school English. The authors have composed the common difficulties in high school English film and television teaching from the articles of front-line teachers and related research results and summarize the solutions.

4.1. Practical Difficulties

The problems that arise in English film and television teaching can be sorted from three sources: students, teachers, and schools. First, it is easy for students to relax and become lax in the classroom of film and television teaching. The intriguing plot in film and television tends to attract most students' attention: it can immerse students in a more realistic language environment. But it can also lead students to be insensitive to the language information in the film and television materials, thus reducing the role of film and television materials in the cultivation of phonological awareness and English language sense. Second, mistakenly taking viewing movies and TV shows as a pure learning method leads to the misunderstanding

that watching English movies and TV shows alone can improve one's English ability by emphasizing entertainment over methodology. A good teacher in a non-mainstream classroom can effectively guide students and prevent them from entering a misunderstanding, so the students' problems are the teachers' problems. For teachers as the main body of instructional design and implementation, it is not easy to adjust to the difficulty of the course. Classroom activities can become rigid if only a single teaching method is used. The film and television selection can be arbitrary and the evaluation method maybe unreasonable. Ultimately, it is the teachers' lack of film and television teaching literacy, experience, and training that creates this environment. For schools, one is the lack of systematic curriculum and teaching materials, and the other is the unclear positioning of the curriculum. The lack of attention to English film and television teaching leads to the low allocation of resources and technology.

4.2. Countermeasures

Given the practical challenges in teaching, focusing on developing teachers' skills, adopting effective methodologies, and organizing productive activities is important. By doing so, teachers can become the catalysts for students' English language learning and play an instrumental role in driving the development of the school curriculum. Based on the analysis of 66 papers in the past three years combined with related English film and television teaching research, the authors have summarized three countermeasures to improve teachers' English film and television teaching ability.

4.2.1. Select film and television works discerningly

The selection of English film and

television works should follow three considerations: film topic, student preferences, and teaching difficulty. When choosing the theme of films, teachers can select inspirational films, life films, historical events, novel adaptations, biographies, and animation films. Through the story of the main character's continuous efforts to achieve a happy life despite setbacks, students are encouraged to pursue the true beauty of life and form a correct outlook on life and values. Everyday life-like films such as *The Big Bang Theory* and *2 Broke Sisters* can create a more realistic environment for students to understand spoken language in some real English scenarios. The movie, *A Beautiful Mind* that restores the living legend of the famous mathematician John Nash, provokes students to think about success and appreciate the meaning of life. In general, the choice of the subject matter should focus on the connotation conveyed by the film, which should align with the fundamental socialist values and play the role of instilling moral education, as stressed in the *New Curriculum*. Once English film and television arouse students' interest, teaching is already half successful, which is the essential step that distinguishes English film and television teaching from traditional classrooms. Teachers can solicit students' opinions and use a democratic process to decide on the films to be taught. Finally, teachers should consider how difficult it is to apply the film to teach, whether the structure of the common phrases is too complex, whether the film has too many unfamiliar words, and whether the speed of the dialogue or the change of is too fast, and so on. All these are interrelated with the design of the teaching.

4.2.2. Process film and television clips meaningfully

Film and video clip processing is essential, and teachers should follow four principles: wholeness, representativeness, correctness,

and technicality. The principle of integrity requires teachers to reserve a certain amount of time for the beginning and end when selecting some clips and to properly introduce the causes and consequences of the plot when the clips appear independently. Otherwise, it will affect students' understanding of the overall plot of the film and television and cause problems in the subsequent film connotation and cultural exchange. Under the principle of representativeness, teachers should pay attention to selecting classical and meaningful dialogues. By improving teachers' lesson preparation efficiency and bringing out the core meaning of the film, students' independent thinking can be stimulated. The principle of correctness means that it is best to choose teaching clips without fundamental issues in the grammatical structure of statements and to guide students in using standard expressions. The principle of technicality means that teachers should take the initiative to learn some video editing techniques, including at least editing, subtitle addition, and audio processing. Teachers must strive to cultivate the skill of creating appropriate teaching resources independently, as it is essential for their professional growth and effective classroom instruction. Among them, the ability to edit is to intercept or splice the required clips in the film. The ability to add subtitles is to present bilingual subtitles for reducing the cognitive load of students because intra-lingual subtitles allow students to understand the material better compared to interlingual subtitles (Baranowska, 2020), which can also be modified according to the requirements of teaching activities. The ability to process audio is to be able to and to crop or mute the audio.

4.2.3. Organize teaching activities culturally

General English film and television teaching activities include imitating dialogues, role-playing, dubbing, and writing movie

reviews. The first three types of activities have similar function of giving training to students' listening and speaking skills and can improve their English language sense. Writing movie reviews is a way to enhance students' thinking and expression skills as well as their English writing skills. These kinds of teaching activities, if designed well, can improve students' intercultural communication ability in a targeted way. So teachers, when organizing such teaching activities, should guide students to compare the cultural differences between China and the West so as to cultivate students' intercultural communication awareness. For example, the discussion questions start with the cultural phenomena in the movie so that students can be aware of the cultural differences between East and West before they make the comparison. Teachers, then, can organize a dialogue between students with different national cultural thinking qualities by simulating the Chinese and Western dialogue situations.

5. Conclusions

This paper adopts a systematic review methodology for the first time, and through a quantitative educational research method, the results of Chinese senior high school English film and television teaching research in the past three years are scientifically sorted out. The following three conclusions are obtained in response to the issues raised in the research design: (1) the focus of Chinese senior high school English film and television teaching research is biased toward the application of English film and television in teaching; (2) the instruction of reading and writing as well as cultural awareness, thinking quality and learning ability, have been studied by some scholars as the main body of research, but the research methods are not diversified enough and the research extensions are not profound enough; and (3) the three

strategies of Select Film and Television Works Discerningly, Process Film and Television Clips Meaningfully and Organize Teaching Activities Culturally can guide the application of English film and television teaching in senior high schools.

Studies on English language film and television teaching in China tend to be narrower in a global context. Conversely, research on this topic in other countries is more focused, such as investigating the teaching potential of films through interactive pragmatics simulations (Ryan & Granville, 2020). While studies on writing ability, thinking quality, and learning ability are relatively weak in China, relevant research has been conducted in Italy, Indonesia, and Sweden. However, there still needs to be more cultural awareness research in senior high school English film and television teaching domestically and internationally, which can be explored. The three English film and television teaching strategies outlined in this study can be valuable references for English film and television teaching practices in different countries.

In the era of information intelligence, the research direction in this field can be more innovative in line with the times. For example, applying virtual reality technology to English film and television teaching, developing English learning programs based on film and television works (Yeh, Tsai & Chang, 2017), using film and television to realize the interdisciplinarity of English teaching (Bonsignori, 2018), and exploring the function of English film and television education in a multicultural perspective under deep learning and artificial intelligence (Hu & Xu, 2022) can lead to innovative teaching.

This study aims to apply the systematic review methodology to analyze the current situation of English film and television

teaching research in senior high schools in China in the past three years. The study incorporated the results of research on English language film and television teaching in other countries, and sorted out the research focus, methods, results, and problems to provide a reference for domestic and international front-line teachers' teaching practice and scholars' future scientific research directions.

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Appendix

Description of essential information in the research literature

ID	Author	Year	Title	Type
[1]	Xiao, Yujing	2019	A Brief Talk on the Application of Film and Television English in English Teaching in Senior Schools	Journal article
[2]	Cui, Yabin	2019	On how to effectively use English film and television works in senior high school English teaching	Journal article
[3]	Guo, Yujie	2019	Research on the penetration of film and television resources in senior high school English teaching	Journal article
[4]	Shen, Yanqiong	2019	An application of British and American film and television works in the development of senior high school English school-based teaching materials	Journal article
[5]	Fan, Zhigang	2019	Discussion on the Development and Utilization Strategies of English Film and Television Teaching Resources in Senior High Schools	Journal article
[6]	Wang, Dongli	2019	An Analysis of the Application of English Movies in English Listening Teaching in Senior High Schools	Journal article
[7]	Cao, Juanli	2019	British and American film and television imitation dubbing and senior high school oral English teaching	Journal article
[8]	Xu, Hui	2019	On the role of soundtrack movies in the teaching of English listening and speaking in senior high school	Journal article
[9]	Wang, Weizhong	2019	An application of film and television script excerpts in the teaching of English reading in senior high schools	Journal article
[10]	Zeng, Lingyao	2019	Film's discussion on improving the quality of English thinking of middle school students	Journal article
[11]	Zhou, Jie	2019	Magical Use of English Film and Television Works in Senior High School English Classes	Journal article
[12]	Cao, Xiaohong	2019	An Exploration of Senior High School Students' English Independent Extensive Reading Pointing to the Core Literacy of the Subject: Taking Roman Holiday's Playbook Reading as an Example	Journal article
[13]	Yan, Xiaomin	2019	An Analysis of the Form of English Extracurricular Activities in Senior High Schools Based on English Movies	Journal article
[14]	Tao, Juemin	2019	An application of English movies in English listening teaching in senior high school	Journal article
[15]	Wang, Hanlu	2019	Using British and American film and television works to cultivate senior high school English language cultural literacy	Journal article
[16]	Huang, Guobao	2019	Teaching practice of senior high school English school-based curriculum based on core literacy——Taking “British and American Original Soundtrack Classic Film and Television Appreciation” as an example	Journal article
[17]	Duan, Weiwei	2019	Analysis of the application of English movies in English listening teaching in senior high school	Journal article

[18]	Chen, Zanzhao	2019	Cultivation of critical thinking skills in the teaching of English film appreciation in senior high school: Taking Cinderella's Cinderella English film appreciation teaching as an example	Journal article
[19]	Zhang, Yigu	2019	Analysis and Research on Integrating English Soundtrack Movies into Senior High School English Classes	Journal article
[20]	Shi, Jintao	2019	Research on the teaching strategy of English movie appreciation elective courses in senior high schools in remote western regions	Journal article
[21]	Wu, Hailing	2019	Pay attention to the original sound film and improve the oral English level of senior high school students	Journal article
[22]	Chen, Hui	2019	An application of English soundtrack films in senior high school English listening teaching	Journal article
[23]	Xie, Jin	2019	An application of task foreshadowing in the teaching of English listening and speaking in senior high school—taking the teaching of English movie clips as an example	Journal article
[24]	Gao, Shan	2019	An example of senior high school English review class teaching based on film appreciation—taking Unit 1 Women of Achievement as an example	Journal article
[25]	Chen, Pinjia	2019	Validity of English Original Movies in English Teaching in Senior High Schools—The Enlightenment of Jiangsu English College Entrance Examination Papers in 2017 and 2018	Journal article
[26]	Tan, Ting	2020	An application of English movies in senior high school English listening teaching	Journal article
[27]	Li, Fei	2020	Develop curriculum resources to expand English classrooms: Taking the teaching of English film and song appreciation courses in senior high school as an example	Journal article
[28]	Yin, Weifang	2020	Analysis of the application of English movies in English listening teaching in senior high schools	Journal article
[29]	Wang, Yurong	2020	An application of English movies in the teaching of English listening in senior high school	Journal article
[30]	Liu, Wei Chen, Hairui	2020	A Practical Research on the Co-construction and Sharing of Student-centered English Film and Television Resources in Senior High School English	Journal article
[31]	Miao, Sufeng	2020	Discussion on Dubbing Teaching in Senior High School English Courses	Journal article
[32]	Pan, Wen	2020	Design and implementation of dubbing performances in senior high school English extracurricular activities	Journal article
[33]	Xu, Qiang	2020	Exploration and Reflection on the Elective Course of English Film and Television Appreciation	Journal article
[34]	Wang, Yan	2020	An application of English movies in senior high school English listening teaching	Journal article
[35]	Yang, Xiaomei	2020	An Analysis of the Application of English Movies in Senior High School English Listening Teaching	Journal article

[36]	Zhang, Guixia; Wang, Li &Gao Min	2020	An application of film and television in senior high school oral English teaching	Journal article
[37]	Zhao, Juan	2020	Teaching Action Research on Comprehensive Practice Activities of English Film and Television Appreciation in Senior High Schools	Journal article
[38]	Wang, Wei	2020	Research on the “i+1” theory in the teaching strategy of English film and television appreciation courses in senior high school	Journal article
[39]	Lin, Ye	2020	An application of English film and television resources in senior high school English teaching	Journal article
[40]	Sun, Hui	2020	An application of English movies in senior high school English listening teaching	Journal article
[41]	Lu, Yan	2020	Analysis of the development approach of senior high school English “film and television appreciation” school-based curriculum	Journal article
[42]	Guan, Huaiyan	2020	On the appreciation of English film and television works and English teaching in senior high school	Journal article
[43]	Liu, Fang	2020	An application of English movies in the teaching of English listening in senior high schools	Journal article
[44]	Gu, Qiuping	2020	Analysis of the integration of English soundtrack films into senior high school English classes	Journal article
[45]	Zhou, Huihua	2020	A Brief Talk on the Promoting Effect of Original Sound Movie Appreciation on Senior High School English Learning	Journal article
[46]	Ma, Xueping	2021	An application of English film clips in English listening teaching in senior high school	Journal article
[47]	Zhou, Lin	2021	A development path of the school-based curriculum of English “film and television appreciation” in senior high school	Journal article
[48]	Huang, Tengxiang& Tian, Yanping	2021	Research on the teaching practice of senior high school English listening and speaking based on the cultivation of core literacy: Taking two love letters in the movie Green Book as an example	Journal article
[49]	Lu, Li	2021	Using film and television appreciation to improve English listening and speaking ability of senior high school students	Journal article
[50]	Zhu, Tian	2021	Measures to improve the development quality of the school-based curriculum of English “Film and Television Appreciation” in senior high school	Journal article
[51]	Shen, Wei	2021	Applying English film and television resources in senior high school English teaching	Journal article
[52]	Bai, Mei	2021	Exploration on the development and teaching of the appreciation of English film and television works in senior high school	Journal article

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| [53] | Ye, Doudou | 2021 | A Practical Study of English Movies under Information Technology in English Listening Teaching in Senior High Schools | Journal article |
| [54] | Cui, Jinfang | 2021 | Preliminary study on the elective course of English original sound film and television appreciation in senior high school—Taking appreciation of the American classic movie Rio as an example | Journal article |
| [55] | Peng, Lijiao | 2021 | Combination of Classic English Movie Appreciation and Senior High School English Teaching—The Design and Evaluation of Classroom Teaching in the New Senior High School Textbook Module 2 Unit 1 Extended reading of Yilin Edition | Journal article |
| [56] | Xin, Qunying | 2021 | An exploration of English film reading course based on the theme context | Journal article |
| [57] | Cai, Jian | 2021 | Research on the improvement of students' English ability in English film appreciation class in senior high school | Journal article |
| [58] | Sun, Xiaojuan | 2019 | Instructional Design of Senior High School Students' Extended Reading Material Forrest Gump Prompted by Reading-to-write Teaching Mode English | Dissertation |
| [59] | Li, Fujun | 2019 | A Study on Teaching English Listening with the Aid of English Movies in Senior High Schools—A Case of Chencang Senior High School | Dissertation |
| [60] | Fu, Jingyu | 2019 | Experiment on the Application of Teaching English in Senior School through Films | Dissertation |
| [61] | Lin, Jiaqi | 2019 | An application of movie teaching on English vocabulary teaching in senior high school | Dissertation |
| [62] | Pu, Qin | 2019 | A Study of English Film Elective Course in Senior High Schools | Dissertation |
| [63] | Ye, Huabo | 2019 | Action Research into the First-prize Class at Jiangsu Senior High School English Teaching Contest on Reading | Dissertation |
| [64] | Jiang, Shuangshan | 2019 | Watching English Video Clips to Cultivate School Students' Oral English Competence from A Multimodal Perspective | Dissertation |
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