



The Application and Effectiveness of Chinese Movie Subtitles in Teaching Chinese as a Foreign Language Listening from a Cross-Cultural Perspective

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Abstract. In recent years, as China's comprehensive national power and international status continue to rise, the number of people using Chinese language worldwide is also growing, and the influence of Chinese characters is also increasing, as words are the carrier of a country's foreign output. And the importance of cross-cultural communication and exchange in teaching Chinese as a foreign language is self-evident. This paper discusses the influence and effect of using Chinese movie subtitles on listening teaching in Chinese as a foreign language from a cross-cultural perspective, so as to provide some reference and inspiration for teaching Chinese as a foreign language.

Keywords: Intercultural Perspectives, Chinese Movies, Subtitling, Listening Instruction.

1 Introduction

At present, teaching Chinese as a foreign language shows the trend of cross-cultural communication, the so-called cross-cultural communication. Foreign language movies can not only help learners understand the culture of the target language, but also promote learners' comprehension of the target language[6]. Under the background of the era of globalization development, the cultural communication and output input of various countries are mainly through all kinds of networks or media, such as overseas tiktok, ins, music, movies, books and other literary and artistic works. With the development of cross-cultural communication, movies have also become a big channel and window for countries to export their own culture. In the teaching of Chinese as a foreign language, watching movies with original Chinese soundtracks is undoubtedly an effective way to promote the teaching of Chinese listening, which can improve the students' Chinese listening level and their interest in learning Chinese.

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in learning Chinese. Listening teaching is one of the important links in the process of teaching Chinese as a foreign language, and how to use Chinese movie subtitles to improve the effect of listening teaching is the main issue to be discussed in this paper.

2 The Feasibility of Using Chinese Movie Subtitles in Teaching Chinese as a Foreign Language

In the 21st century, with the rapid development of information technology, Chinese movies have become one of the most important ways for many foreign students to learn Chinese. Many classic and famous movies are popular among foreign students and have become one of the windows for foreigners to learn about Chinese culture. For foreign students, Chinese movies can provide totally different cultural experiences and compelling plots, increase foreign students' interest in Chinese culture and enhance their motivation to learn Chinese.

Foreign language learning can be considered from the four aspects of listening, speaking, reading, and writing[7].Therefore, Chinese movies can provide a good language learning platform for the majority of foreign students. In the classroom of teaching Chinese as a foreign language, teachers can choose different movies according to different needs and teach students listening, speaking, culture and other aspects. On the one hand, students learn more authentic Chinese expressions through watching Chinese movies; on the other hand, movies are produced by combining words and images with sound, combining visual and auditory senses, which can not only greatly increase students' interest in learning Chinese, but also help foreign students to improve their Chinese language proficiency and broaden their understanding of oriental cultures in an intangible way, which can satisfy the purpose of entertainment and improve the comprehensive application of Chinese language. Chinese movies can help students to learn Chinese vocabulary correctly. Through Chinese movies, students can learn the correct pronunciation of Chinese vocabulary and feel the grammatical rules and charm of Chinese culture. Therefore, it is practicable to use Chinese movie subtitles in teaching Chinese as a foreign language in the classroom.

3 Analysis of the Current Situation of Teaching Chinese as a Foreign Language Listening

3.1 The Nature of Teaching Listening to Chinese as a Foreign Language

Krashen, an American linguist, has come up with five hypotheses about second language acquisition, namely, the acquisition and learning hypothesis, the natural order hypothesis, the monitoring hypothesis, the input hypothesis and the affective filtering hypothesis. Among these five hypotheses, Krashen puts the input hypothesis in the most important position. He said that language learners should know the “comprehensible

input”[1], instead of emphasizing the input of the corpus, which means that the language learners should hear or learn language materials higher than the learners' current knowledge of the language they have already mastered, and that language acquisition will lose its meaning if the language learners are confronted with language learning materials they have already mastered. If the language learning materials faced by the language learners are only the materials that the learners have already mastered, the language acquisition will lose its meaning. Therefore, for any language learner, comprehensible input is crucial to language learning.

In teaching Chinese as a foreign language, the main skills learned are listening, speaking, reading and writing. Listening and speaking are the first language skills that most learners need to master, and they are also the skills they must master if they want to use the language to communicate with others. Therefore, listening is a kind of input learning in teaching Chinese as a foreign language, and most teachers use listening training to cultivate students' basic listening skills, comprehension skills, and attention span, etc. Through listening training, students will be able to learn the language from the classroom. Through listening training, students input the words and sentences they have learned in the classroom for comprehension and recode them in the brain for combination and memorization, usually in the way of listening and then writing or a combination of listening and writing.

3.2 The Teaching Effectiveness of Teaching Chinese as a Foreign Language Listening in Current Times

According to a survey, most second language learners, when learning a second language, find it difficult to meet the basic needs of daily life in terms of listening and speaking skills at the end of their studies, and this is also true for learning Chinese as a foreign language. For foreign language learners, listening is considered to be the most difficult to master, and although it is important, most second language learners can read and write the second language when they are learning it, but it is difficult for them to fully understand the second language. Therefore, in the process of teaching Chinese as a foreign language, listening teaching requires more effort for teachers, and the teaching effect of listening teaching is also the least satisfactory. Most of the students' feedback on listening teaching is also the most general, and many of them do not understand the words, or they can understand the words but not the meaning of the sentences when they are doing the listening training.

Therefore, for the listening teaching in Chinese as a foreign language classroom, we should think about how to change the traditional boring listening teaching classroom mode, think about how to make the listening teaching classroom become interesting, make students interested, fully mobilize students' learning enthusiasm, and make students actively love to listen. In this case, the introduction of movie subtitles can be a reference method.

3.3 The Position of Listening Instruction in Teaching Listening to Chinese as a Foreign Language

In the eyes of most learners and teachers, the importance of teaching listening to Chinese as a foreign language was far less than that of teaching reading and writing at first. With the continuous development of the international Chinese language education profession, the communicative function of language is increasingly valued. However, at present, the teaching of listening to Chinese as a foreign language belongs to the weak link for most of the teachers in China, and the listening class is not emphasized. Listening and speaking are the most basic communicative behaviors, and it is basic and important to cultivate listening ability in language learning. Therefore, the status and importance of listening teaching in Chinese as a foreign language is slowly increasing.

4 How to Properly Apply Chinese Subtitles to Assist Chinese Listening Teaching as a Foreign Language from a Cross-cultural Perspective

4.1 Multi-Dimensional Consideration of Various Aspects and Selection of Appropriate Movie Clips

Film, also known as projection. It is a kind of continuous picture developed by the combination of movable photography and slide projection. It is a comprehensive art that can accommodate tragedy and comedy, literature and drama, photography, painting, music, dance, writing, sculpture, architecture and other arts, but it has its own artistic characteristics[2]. Movie language originates from real life and is higher than real life, so many factors need to be considered when choosing movie clips to teach listening with subtitles.

First of all, there are the linguistic and cultural differences and national cultures of people from different countries. Teaching Chinese as a foreign language requires cross-cultural considerations. Movies, as a form of art, often represent a country's culture, conveying the thoughts and voices of society and people in a certain period of time, which is in a sense a reflection of the country's soft power[5]. For example, many American Hollywood blockbusters reflect today's Western ideology and Western culture. Therefore, when choosing movie clips, we should choose the ones that are acceptable to students and have outstanding cultural characteristics, so that students can have a deeper understanding of the cultural differences between different countries.

Secondly, the purpose of introducing Chinese movie pairs is to utilize subtitles for listening teaching and to cultivate students' listening and writing skills. Therefore, the movie clips chosen in the process of listening teaching should have moderate speed of speech, clear and standard pronunciation, and the movie dialogues should try to use standard Putonghua, avoiding the movies with too many dialects and slangs. Then we should try to choose more life-oriented, entertaining and popular clips. In terms of ideas, try to choose movies with positive and sunny ideas, and avoid negative and gloomy movies.

Finally, Krashen mentions “comprehensible input” in the input hypothesis. According to him, “When the input information or knowledge is at an intelligible or near-intelligible level when the learner is learning, a ‘difference’ in the level of knowledge is formed between the learner's original level of knowledge and the input knowledge, and this ‘difference’ will further stimulate the student's ability to learn. ' will further stimulate students' language development.” Only what is understood can be understood by the learner, and the input of linguistic information can be accumulated continuously. Therefore, when selecting movies, we must choose movie clips with the right level of difficulty for listening teaching according to the students' level.

4.2 Specific Steps of Chinese Movie Subtitling Applied to Listening Instruction

Teacher's preparation: Before teaching Chinese as a foreign language, if you want to select movie clips to use subtitles to assist teaching, you should select suitable movies according to the requirements of the syllabus and the content of the listening textbook, and when selecting movies, you need to know about the director, actors, storyline, significance of the movie, and relevant movie reviews first. Teachers need to have a basic understanding of the thematic ideas, values, period background and representative culture of the whole movie in order to design a high quality listening class. Teachers should also fully assess the language proficiency level of the students in the class when choosing a movie. When designing listening questions, they should be targeted and purposeful, and the questions should preferably be related to the language sentence patterns rather than to the plot of the movie, so as to fully mobilize the students' subjective initiative to watch the movie and listen to the clips with the questions. The listening questions should be well designed before the class, and the questions should be diversified, the questions can be multiple choice, judgment, fill in the blanks, connect the dots, dictation, or they can be designed for role-playing, dubbing according to the subtitles, and so on. When choosing fragments, you should choose those that contain standard pronunciation, correct grammar and complete structure.

Students' pre-study: for listening class, many people may think that pre-study before class is redundant and not necessary, but if the movie subtitles are used to teach listening and only one clip is shown, not the complete movie, then it is very important for students to do a good job of pre-study in advance in this case. Teachers should let students in advance through the Internet and other ways to find downloads to collect and read the information related to the movie, to have a basic understanding of the storyline of the movie, the students in the process of preview and preparation also invariably expand the knowledge base.

Pre-lesson preparation: Before class, the teacher should print out and distribute the materials related to the listening lesson and the movie to the students, distribute the designed exercises, and check whether the subtitles of the movie and the listening materials can be played normally and completely. Then, the teacher should explain to the students the difficult words, cultural images, the fate of the characters, the story development, and the cultural customs in the movie clip, and briefly tell them the storyline of the movie clip to be shown. Finally, the teacher will summarize all the vocabulary,

grammar and difficult sentences involved in the Chinese movie clips for the students to familiarize themselves with, and at the same time, they will also look at the good listening questions and watch the movie clips with the questions.

Playing the movie: It is necessary to play the movie three times in the process. The first time is general listening, without subtitles, so that students focus on the characters in the conversation, listening training, at this time the film plays a supporting role. After listening to the movie for the first time, students need to finish the listening questions assigned by the teacher within a certain period of time. The second time, the movie is in Chinese subtitles only, and students need to understand the meaning of the Chinese subtitles according to the movie picture again. In the last time, the movie will be shown with both Chinese and native subtitles, and the two subtitles will be contrasted. Students need to listen carefully in the last time, and connect the Chinese subtitles they didn't understand in the second time with their native language, and try to understand the meaning of every word and sentence, so as to achieve the effect of training listening.

Consolidation training: After the listening class is over, in order to check the students' mastery and understanding of the knowledge points and movie contents as well as the effect of the listening training, it is necessary to consolidate the training through practice to test. In addition to regular written exercises such as multiple-choice questions, fill-in-the-blank questions, judgment questions and other basic questions, you can also use role-playing methods, i.e., letting different students play the role of the characters in the movie[3], turning off the sound and letting the students look at the subtitles to give voice to the movie, so as to train the students' speaking level. The group discussion method can also be used, so that students can group themselves in the class, think about their personal understanding of the movie or a certain line or a certain character, and then speak in groups to train students' thinking ability and expression ability.

4.3 Selection and Control of Movies According to the Actual Level of Students

First of all, teachers should fully understand each student's actual listening level and comprehensive Chinese language ability, and choose movies that suit their level. If the movie is too easy to choose, it will not be able to have the effect of training listening, at the same time, it should not be too difficult to choose, students may not be able to comprehend the content of the movie, instead, they will become dependent on the Chinese subtitles[4]. Just like we ride a bicycle, we need to progress gradually, we can't remove the handrails at the beginning, which will cause the bicyclist to fall down. Therefore, before showing a movie, teachers must reasonably choose movie subtitles that are suitable for the students' level, so as to better help them improve their Chinese language skills.

Secondly, it is necessary to choose movies with adjustable subtitles. Movies are believed to contain almost everything that Chinese learners need in order to learn communication in Chinese[8]. Nowadays, most bilingual movies have both Chinese and English subtitles. When playing the movie for the first time, we can play it without any subtitles, only let students understand the content through the information on the screen of the movie and try their best to understand the Chinese appearing in the movie. In the

second time, we will play the Chinese subtitles and English subtitles of the movie, so that students can compare the movie information with the English subtitles and repeat what they didn't understand in the first time, so as to enhance the input and output of Chinese characters, which is conducive to the secondary training of Chinese listening.

5 The Effectiveness of Chinese Movie Subtitles Applied to Teaching Chinese as a Foreign Language Listening from a Cross-Cultural Perspective

First of all, Chinese movie subtitles, as a visual display of language, provide learners with a direct linguistic reference. While listening, learners can compare and understand the phonetic content through the subtitles, which helps them better master Chinese pronunciation, intonation, and vocabulary usage. At the same time, many foreign Chinese language enthusiasts become interested in Chinese through Chinese movies or TV dramas, which gives them the idea of wanting to learn Chinese. Therefore, by introducing Chinese movies for listening teaching, it can stimulate students' interest in learning Chinese to a certain extent.

Secondly, as an important carrier of culture, movies can deepen learners' understanding of Chinese culture and social background through subtitle presentation. Learners can understand the characteristics and values of Chinese culture through the expressions and vocabulary choices in the subtitles, and then improve their cross-cultural communication skills. When foreign students watch movies, they directly understand the cultural life and daily communication of Chinese people.

Finally, teaching listening through Chinese movie subtitles also improves Chinese learners' listening comprehension and language application skills. Learners gradually improve their listening comprehension by repeatedly watching Chinese movies with subtitles. They can improve their listening skills by comparing subtitles and speech to discover and understand pronunciation details, vocabulary usage and grammatical structures in speech. Subtitles not only provide language references, but also show practical application scenarios of the language. Learners can learn how to use appropriate vocabulary and sentence patterns in different situations by observing the expressions in the subtitles, thus improving their language application skills.

6 Conclusion

To sum up, Chinese movie subtitles, as an auxiliary means of teaching Chinese as a foreign language, can to a certain extent enhance students' understanding of movies, effectively carry out listening training, and improve Chinese comprehension and application skills. This paper analyzes in depth the application of Chinese movie subtitles in listening teaching from a cross-cultural perspective, discusses how to select movie clips, the specific steps of applying Chinese movie subtitles in listening teaching and the possible effects, and holds a positive attitude towards the application of this method.

It should be noted that although Chinese movie subtitles have many advantages in listening teaching, teachers need to choose and use them reasonably according to students' actual situation and learning objectives. At the same time, teachers should also pay attention to cultivating students' independent learning ability and guide them to actively utilize subtitles for independent learning and exploration.

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