

A Positive Transfer Experimental Study of New Horizon College English Teaching with Culture Background Intervention from English Movies

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Keywords: English movie; culture background intervention; positive transfer; New Horizon

Abstract. College English teacher prefer to use videos or video clips to have a lead-in or as a culture background intervention at the begging of a class which is also favored by the students. This paper aims to verify whether this kind of teaching method have a scientific effect or a positive transfer on the college English learning with a college students questionnaire analysis.

Introduction

With the deepening of college English teaching reform, the traditional teaching methods cannot meet the current needs of college English teaching. Traditional teaching: vocabulary teaching before class, grammar teaching in class, exercises teaching after class, often teacher-oriented, makes college abstract and boring, which results in the divorce of students' language learning and language practical application. In China, video appreciation course which is commonly used in the undergraduate teaching stage of English major. However, this course is hard to use in college English teaching because of the actual limitation of the teaching hours and the teaching plans. Even with listening class, it is difficult to alleviate and improve the problem of lack of oral expression of college students. College students pay more attention to listening and reading which are very important in the test of CET examination, at the same time, current job market requires college students to improve the ability of their spoken English. This contradiction has become increasingly prominent.

With multimedia, video (English films) courses in college English teaching provide students with a more extensive, vivid, realistic visual intuitive scene, which give students immersive feelings and give teachers a wide range of teaching space. Presentation of English film clips related to the unit topic is currently widely used in the Lead-in part of the New Horizon College English teaching stage. These film clips reveal the unit or chapter theme, introduce background knowledge, and play an intuitive and vivid auxiliary role in teaching; it can also stimulate students' interest in learning; active classroom atmosphere; improve oral expression skills; improve cross-cultural communication skills.

Current Research Status

Many researchers have paid attention to the issue that English teaching is difficult to improve students' spoken language. Scholars have found that English culture background intervention can promote English learning for college students. They advocate to nurture college English teaching with the aid of related English films. Chen xiao "The application of English movies in Chinese and western cultural exchange" Movie Literature, the 2012-10-05. liu mei "English film in the empirical research in middle school English culture teaching" Yangtze university, 2013-05-01. Their papers analyze college English teaching with English movie intervention from the phonetics, grammar,

psychology and other perspectives, but with less questionnaire, data, low feasibility of the method, mostly personal experience summaries.

Research Question

In view of the above problems, this paper tries to prove that culture background intervention of English movies can have a positive transfer effect on the study of college English learning with an Experimental contrast and analysis. This paper mainly solves the following questions:

Whether a related video or video clips can have a positive transfer to the lead-in teaching process?

To what extent does culture background intervention of English movies can have a positive effect on college English teaching?

Research Subjects and Methods

This paper aims to study the positive transfer of freshmen's understanding of the New Horizon College English Book with English film culture background intervention before class. Experimental subjects of this research are of the same grade, with English college entrance examination of the similar level; the third Edition of the New Horizon College English Book 2 and some related English films or clips. By observing and analyzing the performance of the observation group (class) and the comparative group (class), this research tries to prove that the intervention of English film teaching culture background has a positive transfer to college English learning by means of quantitative analysis method (Paired-Samples T Test) with the help of the IBM SPSS software.

Research Process

The experiment was planned at the end of 2016 with various subject in consideration with real questionnaire sample test carried out during the month of April 2017. The whole test is as follows:

The experiment chose the third unit *Journey through the Odyssey years* of the New Horizon English Book 2 as the target textbook, which tells the students a life period that occurs between the adolescence and the adulthood with a lot of pressure and confusion for the young to face with. For the subject of the experiment, the author chose 80 freshmen of year 2016 who majored in Physics Education & Electromechanical Engineering and Accounting & Chemical Engineering (major mixed class for graded teaching) (40 in each major) of Zaozhuang University, one as the experimental class (shorted for EC), one as controlled class (shorted for CC) in order to check whether the difference is significant or not.

According to the content of the textbook, the experiment chose two films which are related to the textbook after a discussion with the whole program (Educational Reform Program of Zaozhuang University 2016) members: *The Odyssey* (1997) (IMDB: tt0118414): After winning the Trojan War, The warrior king Odysseus endures a lengthy, torturing ten-year journey to return and reunite with his wife and son. *The Graduate* (1967) directed by Mike Nichols acted by Dustin Hoffman (tt0061722): Benjamin Braddock (Dustin Hoffman) returns home after successfully completing college. He isn't quite sure what to do with the rest of his life. He is seduced by Mrs. Robinson and then falls in love with her daughter Elaine.

Considering the content of the text and the films, the experiment compile ten questions to compose the questionnaire with the Likert scale (5), with each question five points (1-5) just as the scales go (Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree) and a total 50 points:

- 1) A person's life can only be divided into four stages: childhood, adolescence, adulthood and old age.
- 2) I know who is Odyssey.
- 3) I know what the Odyssey years is.
- 4) I know exactly why we use Odyssey years to label a stage of life.
- 5) I think there is a lot of pressure for the young today than the previous generation was.
- 6) There is no doubt that young people have more temptation in society.
- 7) I think the best age for young people to get married is before 30.
- 8) There will be a confusing period before having a career.
- 9) Adulthood is marked by either starting a family or having a career.
- 10) It is difficult to go through the stage between graduation from college and becoming an adult.

The questionnaire survey was sent out to have a pre-test to the EC and CC students to check in the last class of Unit 2. Then pre-test questionnaires were collected and scored and analyzed to check whether these two classes can be contrasted. After the pre-test, the freshmen from the EC was asked to watch the two movies: *The Odyssey* and *The Graduate*. The CC students did as what they always did: to only preview the new words of text from the vocabulary part. A post-test questionnaire (the same as the pre-test) was send out at the very beginning of the first class of Unit 3 (the lead-in class) for the EC and CC students. Then Questionnaires were collected and scored and input into the SPSS 17.0 with the Paired-Samples T Test analysis, the statistics came out.

Research Results and Analysis

With the help of the SPSS, we have a descriptive analysis of the scores of the EC and CC students to confirm that these two groups are comparable after the pre-test.

Table 1 Pre-test Descriptive Statics of the EC and CC students

class		N	Mean	Std. Deviation	
scores	CC	40	29.65	3.952	.625
	EC	40	29.65	4.086	.646

Table 2 Independent Sample T Test between EC & CC in Pre-test

		Levene's Test for Equality of Variances	
		F	Sig.
scores	Equal variances assumed	.062	.804
	Equal variances not assumed		

From the table, we can see even with different minimum and maximum scores, students from the two class have the same mean score (CC M=29.65, SD=3.95; EC M=29.65, SD=4.09). The independent Sample T Test shows that ($F=0.062$, $p=0.804>0.05$) there is no significant difference between the two classes. So it can be said that there is no obvious statistical difference between

these two classes in understanding the questionnaire and the experiment subjects – the 80 students (40 each in the CC and EC) are suitable for the experiment even with different majors.

After the post-test, the data was processed in the Paired-Samples T Test analysis, and the results are as follows:

Table 3 Post-test Descriptive Statics of the CC students

	N	Minimum	Maximum	Mean	Std. Deviation
CC pre-test	40	24	37	29.65	3.952
CC post-test	40	22	38	30.38	4.093
Valid N (list wise)	40				

Table 4 Post-test Descriptive Statics of the EC students

	N	Minimum	Maximum	Mean	Std. Deviation
EC pre-test	40	21	38	29.65	4.086
EC post-test	40	36	47	41.78	3.042
Valid N (list wise)	40				

The Post-test Descriptive Statics of the CC students (CC pre-test $M=29.65$, CC post-test $M=30.38$) shows that there is no significant improvement between the pre and post-test while the Post-test Descriptive Statics of the EC students (EC pre-test $M=29.65$, CC post-test $M=41.78$) shows just the opposite – there is a 24.2% improvement after the culture background intervention of English Movies (83.5%-59.3%)

In order to have a scientific analysis of the data, we use the Paired Sample T Test method to check whether culture background intervention of English movies can have a significant and positive effect and transfer on the learning of the New Horizon English in the Post-test questionnaire:

Table 5 Paired Sample T Test of CC in Post-test

CC pre-test – CC post-test	t	df	Sig. (2-tailed)
scores	-2.456	39	.019

Table 6 Paired Sample T Test of EC in Post-test

EC pre-test – EC post-test	t	df	Sig. (2-tailed)
scores	-14.206	39	.000

The result of Paired Sample T Test of CC and EC in the Post-test shows that with the culture background intervention from English movies, the Experiment Class ($t=-14.206$, $p=0.00 < 0.05$) did the questionnaire much better than the Controlled Class ($t=-2.456$, $p=0.019 > 0.05$). There is a significant improvement in the experiment class. These tables also show there is an increase in the

scores of both the Experimental Class and the Controlled Class. However, the increase in the scores of the Experimental Class is much higher than that of the Controlled Class.

Conclusion

After the experiment and analysis of the data, we proved scientifically that with the culture background intervention of English movies, there is a significant improvement for the freshmen in the learning of the New Horizon English. Students in the Experimental Class understood the topic and thesis of the text (Unit 2) – the Odyssey years, a phase which is between the graduation of high school and building a family as well as having a career with the help of the two movies – The Odyssey, a movie which tells us why we use the word *odyssey* to label the stage, and The Graduate, a movie which shows us a young man who was confused to find his suitable spouse – much better than the Controlled Class.

Major Findings of the Paper

This contrast experiment shows that culture background intervention of English movies is helpful for both students to learn and teachers to have a better thesis lead-in before class. With the questionnaire statistic, we can see there is nearly a 25% improvement after the intervention. College teachers can fully use this attractive teaching intervention method as a means of lead-in to inspire students before class. Hopes this experimental study will also be beneficial for college students to improve their oral expression, and provide a new inspiration and reference to the college English teaching reform.

Acknowledgements

This experiment is sponsored by the Educational Reform Program of Zaozhuang University 2016. Thanks to the University and the program members, my gratitude also goes to the cooperation of both the Experimental Class and the Controlled class students.

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