



An Empirical Study on the Influence of English Films and Televisions on College Students' English Learning Achievements

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Abstract. Nowadays, many students are interested in English films and televisions because of their attractive plots and impressive scenes, and some of them are even motivated to learn English language, which can be an effective way to enhance their English language ability.

This research adopts questionnaire and is conducted among college students in Yanshan University. It attempts to explore correlation between English film and television materials and college students' English academic performance, and to test whether watching English films and televisions has significant influences on college students' English learning achievements.

All the collected data are put into SPSS 28.0 for analysis. The correlations between English film and television materials and college students' English learning achievements were presented by linear regression analysis. The results show that watching English films and televisions has no significant influences on college students' English learning achievements. However, in terms of types of English films and televisions, regression results on romantic movies and action movies are significant. Romantic movies have positive correlation with students' performance improvement while action movies have negative correlation with that.

Keywords: English films and televisions · College students · English learning achievements

1 Introduction

1.1 Research Background

Nowadays, many students are interested in English films and televisions because of their attractive plots and impressive scenes, and some of them are even motivated to learn English language. The advent of the information age and the popularization of Internet technology can also help students obtain all kinds of English film and television materials more easily, which provides an effective way to enhance their English language ability. English film and television materials have always been a good helper for learning English. By watching and learning English film and television works, learners can appreciate the distinctive English pronunciation and intonation in different English-speaking countries, know more about the authentic and popular oral expressions, and also help learners to understand various cultural backgrounds.

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1.2 Purpose and Significance of the Study

English films and televisions which are novel, vivid and interesting have a stronger sensory impression than a single audio material. They are of great significance to Chinese students who learn English in a Chinese environment. It is essential to investigate the correlation between English film and television materials and college students' English learning achievement and combine watching those materials with English study.

This study intends to discover whether watching English films and televisions can improve English learning achievement of college students. The author will do an empirical study by employing self-designed questionnaires to carry out the investigation in Yanshan University and analyze the correlation between various variables related to English film and television materials and college students' English academic performance through the survey results, so as to provide efficient ways for college students to learn English, which means students can take specific and targeted approaches when they utilize English film and television materials to learn English, and finally achieve the purpose of effectively improving the learning achievement. The study is undertaken to answer the research question: What's the relationship between English films and televisions and college students' English learning performance?

2 Literature Review

Throughout the researches at home and abroad, in terms of English learning achievements, researchers mostly focus on the relationship between English learning performance and college students' English learning motivations, learning strategies, cognitive styles, learning anxiety and other aspects, factors affecting college students' English learning performance, etc., which are theoretical and broad notions. Qing and Wen (2002) carried out research on the internal structure of learning incentives of college students from non-English majors, and hold that study interests, self-efficiency, short-term and long-term study purposes can exert positive influences on students' second language acquisition [2]. Yu and Shao (2015) researched into the relationships among Chinese EFL learners' emotional intelligence, foreign language anxiety and English proficiency [5], and Tan and Zhang (2015) explored the relationships among language learning strategies, learner autonomy and CET 4 scores [6]. Wang and Hao (2016) explored the correlations between study anxiety, strategies and English academic performances and found that the use of learning strategies is not common among students [4]. However, researches focusing on the relationship between English film and television materials which is a detailed and concrete aspect and students' English academic performance are limited.

In terms of researches on English film and television materials, most researchers focus on the application of English film and television materials in classroom teaching, English film and television appreciation, subtitle translation, etc. Dong (2022) carried out research on oral English teaching in junior high school assisted by English film and television resources [7], which is focused on teaching. She (2000) holds that English films and televisions can provide vivid audio materials and authentic expressions, which help to expand learners' knowledge and develop their ability to use language in practice [1]. Liu (2008) holds that English film and television materials can help people master

authentic English expressions, characteristics of different pronunciation and social and cultural backgrounds of western countries [3]. English film and television's contribution to English learning is only under basic discussion in some researches which do not have quantitative research to explore correlations. Based on previous researches, this paper explores the relationship between English film and television materials and college students' English academic performance, and provides suggestions for learners to utilize English film and televisions to improve their English proficiency.

3 Research Methodology

The present study focuses on the relationship between English film and television materials and college students' English academic performance. This study is to explore whether college students watch English film and televisions, the frequency of watching those materials and other relevant factors. Then the correlation between English film and television materials and college students' English academic performance will be explored. This study is designed to answer the question: What's the relationship between English films and televisions and college students' English learning performance?

Altogether 343 students of different grades and majors from Yanshan University were randomly chosen to answer the questionnaire. 161 students didn't join in or pass CET 4 and CET 6 and therefore their questionnaires are considered invalid. Thus, there are totally 182 students' questionnaires for analysis.

Quantitative analysis is employed in this study, which mainly use data to discover the relationships between variables. The quantitative method of questionnaire is applied to gain students' relevant information of watching English films and televisions and their academic performance. The questionnaire contains many variables related to watching English films and televisions including frequency, kinds, purposes, interests, methods used for learning, time for learning and other aspects. The data of the questionnaire was carried out and entered into SPSS 28.0 for statistical analysis. The descriptive statistics of the questionnaire data were employed to describe the students' watching English films and televisions. The correlations between variables about English film and television materials and college students' English learning achievements were presented by linear regression analysis.

4 Data Analysis

The correlations between English film and television materials and college students' English learning achievements were presented by linear regression analysis. This analysis is conducted for the purpose of exploring the correlations between variables related to English film and television materials and students' CET 4 and CET 6 achievements.

The independent variable of this research is whether students watch English films and televisions. Students are divided into two groups according to their answers. Students watching English videos account for nearly 80% while those who do not watch English videos comprise 20%. Then a virtual viable is generated according to this question because it is a categorical variable. In terms of the dependent variable, the research

Table 1. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	106.783	28.072		3.804	<.001
	CET 4	.702	.053	.702	13.229	<.001
	Watching English films and televisions	3.382	8.359	.021	.405	.686

regards CET 4 scores as the original achievements and CET 6 scores as the final achievements. Then whether watching English film and television materials has a significant impact on students' English learning achievements is presented by linear regression analysis. During the analysis, the independent variables are the virtual variable and CET 4 scores, and the dependent variable is CET 6 scores (Table 1).

From the table above, it is obvious to see that whether students watch English films and televisions has no significant impact on changes of English learning achievements ($p = 0.686 > 0.05$). Similarly, linear regression analysis is applied to analyze the relationship of other relevant variables and the dependent variable. The results are as follows.

Firstly, fondness degree is explored on a scale of 1 to 5 from the highest to the lowest. The result illustrates that fondness degree of students has no significant impact on changes of English learning achievements ($p = 0.277 > 0.05$).

Secondly, students were asked about how long they had watched English films and televisions during the latest week and the generated virtual variable is classified into three categories: 0 h, less than 2 h and over 2 h. The regression results on the length of watching English films and televisions are not significant ($p = 0.361 > 0.05$).

Thirdly, students were asked to answer about their own opinions on whether it stimulates learning interests, whether it helps learning English and whether they spend more time on learning English because the interests in English films. Regression results on all the three aspects are not significant ($p = 0.985, 0.22, 0.095 > 0.05$).

Fourthly, in terms of the methods students utilize English films and televisions to learn English, students answered about whether they memorize words and phrases they encounter in English videos, the length of practice of dubbing or imitating and the length of listening exercise. And the generated virtual variable of them is classified into three categories: 0 h, less than 2 h and over 2 h. Regression results on all the three aspects are not significant ($p = 0.391, 0.707, 0.83 > 0.05$).

Fifthly, major types of English films and televisions including comedy, romantic movies, action movies, science movies, suspense movies, drama, cartoon and documentary are explored in linear regression analysis to see if different kinds of English videos have influence on students' scores. Regression results on all the types of English films and televisions are not significant except romantic movies and action movies. As the analysis shows, the achievements of students who watch romantic movies have a

significant improvement while the achievements of students who watch action movies experience a negative influence.

5 Conclusions

According to research results, watching English films and televisions has no significant influences on college students' English learning achievements. Hence, the research hypothesis can be proved to be wrong. However, in terms of types of English films and televisions, regression results on romantic movies and action movies are significant. Romantic movies have positive correlation with students' performance improvement while action movies have negative correlation with that.

There exist limitations. Firstly, the questionnaire samples are not abundant enough, thus the research results may not reflect the accurate correlation. Secondly, during the process of research design, only the questionnaires with both CET 4 and CET 6 achievements are valid but over a half of all collected questionnaires lack the necessary data. Hence, a large number of questionnaires are invalid. This is because some students do not join in or pass the exams. The decision of dependent variables should be considered more carefully. Thirdly, the changes of students' achievements might result from endogenous causes. That means at the beginning, students with good grades watch English films and televisions rather than it is watching English films and televisions that improves their English learning achievements.

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