

British and American Film and Television Works in the Cultivation of British and American Cultural Literacy of College Students

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Abstract: With the improvement of China's internationalization, English has become an indispensable language. Therefore, it is an important teaching goal of college English to cultivate the English and American cultural literacy of college students. This article aims to study the application of British and American film and television works in the cultivation of college students' British and American cultural literacy. This article explains the application of British and American film and television works in the cultivation of college students' British and American cultural literacy. British and American cultural literacy is an extremely important part of college students' comprehensive cultural literacy. British and American film and television works not only cultivate college students' interest in British and American culture, but also an important way for college students to understand British and American culture. This article explores how to combine British and American film and television with the application of British and American cultural literacy to maximize the training of comprehensive college students with comprehensive capabilities. In addition, based on the principle of combining theory with practice, an investigation experiment on the impact of British and American film and television works on the cultivation of British and American cultural literacy among college students was designed. Experimental data shows that the application of film and television works to teaching has a significant effect on improving college students' British and American cultural literacy and is very helpful to developing college students' British and American cultural literacy. The experimental results show that the cultivation of British and American film and television cultural literacy in college students improves students' English learning efficiency by about 20%. It can be found that combining English and American film and television works in specific teaching tasks can effectively improve the English level of college students.

1. Introduction

Since the 13th five years plan, China's economic restructuring has been deepened. Today, with the economic globalization, the global economic war is becoming more and more fierce. China is facing a very severe international competition environment, and it is in urgent need of a group of high-quality talents who can adapt to the international exchange, especially for the two major members of the world economy, Britain and the United States. In today's society, it is very important to learn English well and to understand western culture. At the same time, language is also an indispensable part of its cultural system and its carrier, while language and culture are the contents that language form can carry, and they are closely linked and inseparable. Since the birth of the movie in 1898, it has shown the authenticity of communicative scenes and various language expression materials, which is an important bridge between language and culture. In order to show the content of the film in the form of vision and hearing at the same time, when students watch and appreciate the film, they can learn the English language and our culture in a variety of simulated real scenes and language environment. Therefore, the appreciation of College Students' English has developed into a necessary teaching method in college students' English teaching, which plays a very important role in college students' English teaching.

English is an important element of the general higher education. With the continuous reform of College English teaching, the school no longer pays too much attention to the written test results, but begins to pay attention to the students' ability of expression and communication, application, and the students' cultural literacy in the British and American culture. However, despite the efforts of the country to reform English teaching, the teaching effect is not significant especially. The effect of culture teaching is not very significant. In recent years, with the rapid development of computer network technology, it provides convenience for the use of British and American movies and British and American dramas in College English class, and consciously creates a good external environment for the cultivation of College Students' humanistic quality. And English Movie English pronunciation is authentic, pure, and the plot is interesting, and the image created by English movie helps the improvement of College Students' humanistic quality invisibly. Therefore, with the help of British and American film and television works, students can not only improve their English vocabulary, but also understand western culture, and improve their cross-cultural communication ability [1-2]. The key is to help students establish a correct outlook on life, and in the process of cultivating students' values, instead of pure preaching and boring education, to achieve the goal of cultivating students' humanistic quality. This paper will focus on the importance of British and American film and television works in the cultivation of students' British and American cultural literacy, the cultural values conveyed in British and American film and television works, the application of British and American film and television works in the cultivation of College Students' English intercultural communication ability, the application of British and American film and television works in College English listening and speaking teaching, and the application of film and television works in the cultivation of College Students' British and American cultural literacy. The suggestions and guidance are discussed and studied in depth from these five perspectives.

Contemporary American linguist Kramsky said that "language teaching is culture teaching Cultural teaching" refers to the export of foreign cultures to students, and the cultivation of students' ability to master and use these cultures flexibly, including sensitivity, tolerance and flexibility to deal with cultural differences. Mead, an American sociologist, put forward the theory of symbolic interaction. According to this, we have developed the theory of interactive teaching. Interactive teaching can avoid teachers' unilateral knowledge instilling, while choosing movies and TV works can better develop interaction, so it plays a better role in promoting students' absorption of knowledge. Hu Wenzhong stressed that cultural literacy emphasizes both language and culture, both of which are

indispensable.

As we all know, film and television works can improve the listening, speaking, reading and writing abilities of college students. Moreover, film and television works can not only cultivate the literacy of British and American culture of college students, but also cultivate students' interest in English [3-5]. Most importantly, mastering more culture can improve their self-cultivation and broaden their knowledge. Therefore, you can not only watch, learn English and watch movies to help yourself to study, but also contribute to the development of their physical and mental health, why don't we college students? For the school, you can not only improve the quality of your students, but also improve your students' performance. More importantly, the student union thinks that your school is particularly humanized, so why not do it? Next, it will introduce the application of British and American film and television in the cultivation of College Students' cultural literacy.

2. Proposed Method

2.1. The Role of British and American Film and Television in Improving College Students' British and American Culture

(1) Status of British and American cultural literacy of college students

I have to say that the status quo of humanistic education for college students in China is worrying, especially the status quo of cultural education in Britain and the United States. In China, exam-oriented education has led many students to test for English, to test for high scores, but very few students really love English and love English culture. College students' current British and American cultural literacy is not high, but it is gratifying that in many colleges and universities in China, more and more attention is being paid to the cultivation of college students' British and American cultural literacy. Rich and interesting courses, such as advanced English translation, are designed to increase students' interest in English learning. All you can do is to break the old system, create a new system, require deepening reforms, and let schools take effective measures to improve college students' English culture. Literacy. If one person's strength is not enough, then I believe that everyone picks up firewood. What's more, it is worth mentioning that in some colleges and universities, we have begun to incorporate film and television culture into teaching. We know that in the process of learning English, the atmosphere and background are very important, and film and television works just make up for the shortcomings of English teaching, so British and American film and television teaching is on the agenda [6].

(2) The role of British and American film and television works in improving college students' cultural literacy

First of all, British and American film and television is an important way to improve language and cultural literacy. At any time, the two concepts of film and culture cannot be completely separated. Film and television is the most important carrier of language, and language is the basic way for film and television to reflect social life and express the author's ideas. Therefore, film and television works provide a good way for English learners, especially college students. And this method has a great effect on the development of college students' cultural literacy. Secondly, British and American film and television works can improve students' aesthetic ability, improve artistic accomplishment, and develop a sound personality. Take the movie "Knock for Happiness" as an example. This film reflects a black man who lost his job and his wife in the financial and economic crisis, but in the end in order to feed his son, at all costs, Success story by selling a machine. In this film we can see the current status of employment in the United States and the black people, as well as the state of the American workplace. We can also understand the state of the way people interact with each other, and this film virtually inspired us to fight for our own happiness. , Cultivate and shape our

outlook on life. He guided the students to change the status quo through their own efforts, and must have perseverance to inspire them to work hard. Of course, we also know that the quality of film and television works is good or bad. We contemporary college students should have the ability to distinguish and distinguish between good and bad cultures, and even rely on their own ability to fight against vulgar and pirated film and television works. Secondly, excellent film and television works have shaped the cultural literacy of students, and have helped students understand the cultural history and customs of others in other countries [7-8].

2.2. Cultural Values Conveyed in British and American Film and Television Works

(1) Definition of British and American film and values

English film and television works mainly reflect the national culture and people's image of English-speaking countries. While enjoying the cultural experience brought by film and television works, we can also learn English translation, English grammar, and increase vocabulary. It can also enhance our sensitivity and tolerance when facing cultural differences and let ourselves learn Knowledge is flexibly used in various social situations, thereby improving college students' intercultural communication skills.

Values are the spiritual essence of any culture we learn from. The core values of socialism in China are: prosperity, democracy, civilization, harmony, freedom, equality, justice, rule of law, patriotism, dedication, integrity, and friendliness. In the culture of another country, they also have their own core values, such as the The United States, for example, advocates freedom, one-centeredness, and individual culture in their culture, but in China and in Eastern countries, our culture is mainly collective culture, mainly national and national culture, then we use film and television works Understanding the cultures of other countries will help expand your perspective and raise your awareness of the world. It will also help you to take your life to a new level. This is the value and cultural literacy role that we can bring from studying film and television works [9-10].

(2) Impact of values conveyed by British and American film and television works on college students

The success of Anglo-American films is also due to their respect for others and their own personalities. This is a relatively valuable spiritual quality in the Eastern society, and a social attitude. A unique quality of oneself. These positive films can help college students form independent and self-motivated values, advocating scientific values, free and equal views on love and family. For example, the movie "When the Knocks on Happiness" I talked about earlier, and "The Legend of Forrest Gump" both convey an inspirational and progressive value.

Of course, with positive thoughts, there will be negative thoughts. We can see that British and American film and television works come from life, so they are close to life and close to reality. Therefore, film and television works will show some violence, pornography, hedonism, individualism, etc. to reveal social darkness. Viewpoints, such as "Bankrupt Sisters", full of yellow paragraphs, individualism, money worship, which obscured the political concepts of college students, money worship, utilitarianism, individualism, etc. But to a certain extent, we must also know this. After all, if film and television does not tell us, it does not mean that we do not know the darkness of this society. Even if we do not know that the darkness of society does not mean that there is no darkness in the society, so there is At that time, it is also the duty of film and television works to reveal the dark side of this society [11-12].

Although British and American film and television works have a certain negative effect on the cultivation of college students' cultural literacy, we must not exclude it, but we must understand it with an open mind and treat it rationally. We should see the positive influence of western film and television culture on university students in terms of values, aesthetics, and art in the pluralistic era. So

to sum up, the role of British and American film and television culture in the cultivation of contemporary college students' cultural literacy is more positive than negative. We need to look at it critically. British and American film and television culture can still be used by us to spread culture and cultivate college students' cultural literacy [13].

2.3. Application of British and American Film and Television Works in Developing College Students' English Cross-cultural Communication Skills

(1) Communicative context brought by film and television works

Pragmatic studies have shown that context provides the language environment for speakers, the expression of contextual dialogue has a restrictive role, and the understanding of dialogue has an explanatory role. Contextual foreign language learning plays an important role in improving the communicative competence of the language. For Chinese students, having a good language environment is an important factor to exercise their spoken English and British and American cultural literacy. Context is divided into "cultural context" and "scenario context". Cultural context refers to the customs and habits of a country. Context refers to the specific context in which people interact with each other. The context attribute in film and television works is the language context and the multimedia context presented by multimedia. These contexts provide much more information than textual contexts, and most of the plots are based on life. When students watch, they give students a sense of immersion, help them understand the English language in specific situations, and strengthen the language. The cognitive ability of symbols enhances English language sense. Therefore, it can be said that the use of film and television works to teach new contexts and new knowledge more quickly, and can promote learners to mobilize all sensory channels to understand semantics [14].

(2) Film and television works have improved college students' behavioral communication skills

Like linguistic behaviors, non-verbal behaviors—film and television works, are also deeply affected by cultural differences. If they are not understood properly, they will most likely cause misunderstanding and resentment from others. But in film and television culture, we can understand the information transmitted by behavioral languages of different cultural backgrounds, and understand what nonverbal behaviors can be implemented under what circumstances. This is an effect that cannot be achieved in a pure language teaching environment, and film and television cultural works can help us achieve this goal. There are examples in many film and television works, even in real life. For example, if you have a traffic accident in Japan, you must not say that it is not my fault if the traffic police arrives. You must say that I am wrong. Trouble you, because if you keep saying it's not your fault, the police will take you away and think you're unreasonable and want to shirk responsibility. In Western countries like Britain, the United States or France, you will You should strongly deny that you are right, and believe that it is the other's fault, because in these countries, whoever said that he was wrong first is really wrong. If you apologize first, it means your responsibility this time. So, imagine, a The Japanese traveled to France by car and encountered a traffic accident. It was obviously a reckless young man who did not obey the traffic rules, but the Japanese started to apologize. As a result, the Japanese would be fined if they were right. Therefore, it is very important to grasp what kind of communicative language is implemented on which occasions [15-16].

2.4. Application of British and American Film and Television Works in College English Listening and Speaking Teaching

(1) Advantages of film and television works in English listening and speaking teaching

Any kind of art comes from life but is higher than life. The film and television works are just such

a work that is derived from life but its artistic value is higher than life. The rich language materials and communication scenes displayed in film and television works are usually teaching Content that cannot be rendered in. Then such a language environment creates a real language environment for students. The voiced, silent, tangible, and invisible performances in film and television have a great impact on students' psychological emotions, creating a good atmosphere for students to learn English. People are born to imitate animals. Since we were born, we like to imitate people around us, imitate our parents, so that now we grow up, learn a lot of things, and have our own thinking. It is fun and gives people an impressive environment, which can stimulate us to imitate the characters and behaviors in the movie plot. In fact, it is not difficult to understand. In recent years, the emergence of Internet hot words has fully verified this view. Internet hot words refer to the well-known performances and presentation forms of celebrities or certain film and television works. Then this can show that the application of film and television works in the teaching of students 'listening and speaking can stimulate learners' imitation behavior and enthusiasm for language practice, and fully motivate students to test and listen [17-18].

(2) A profound display of Western culture

Film and television works originate from life, and at the same time reflect life, but at the same time are higher than life. Then film and television works can naturally carry culture and can introduce corresponding cultural background knowledge to language learners. Every time a student sees a good film, he can receive a baptism of culture. Culture is carried by language. The process of learning language is the process of learning culture. Because we do not have the conditions to experience Western culture in a Western society, we can only learn Western culture through Western films, including works of Western culture, and then improve our British and American cultural literacy.

All these advantages and unique charm shown by film and television works determine that the application of film and television works in listening and speaking teaching will be helpful for contextualized teaching. This method can motivate the students to learn English in class. When the human brain starts to excite, the students' memory will increase, which will increase the participation and activate the classroom atmosphere. This is a very good way for teaching listening and speaking and cultivating British and American cultural literacy among college students [19-20].

2.5. Suggestions and Guidance on the Application of Film and Television Works in the Cultivation of college Students' British and American Cultural Literacy

(1) The selection of film and television works must be scientific and reasonable

Film and television works can provide students with a large amount of the most authentic language materials and communication scenes, so it is particularly important to choose film and television works scientifically. When choosing a movie, you should pay attention to the following aspects:

First of all, avoid film and television works with unclear rhythm, too long space, and unobtrusive themes. Also avoid works with more action plots and less language communication. For example, in a previous English teaching class, a teacher showed Chaplin's classic videos to students. First of all, the quality of the film was too poor to be accepted by most students. Second, this is a pantomime. It is helpful to help students understand the history of the West. It is not helpful to the students' learning of oral English skills. I have to say that I am very dissatisfied with the film and television works in the classroom.

Secondly, the selection of film and television works should fully consider the interest of students. This is similar to the previous point, but we should still point out that when a teacher chooses a movie for students, he should not choose according to his own preferences, but should choose from the perspective of the students. Ask the students about their likes. What kind of film should not be imposed on the students with their outdated ideas, then the students will naturally not be interested in

your course. Therefore, it is very important to fully consider the preferences of students when choosing a film.

Finally, choose a movie with a clear plot. Because the teaching time is limited and the teaching content is limited, when we play the movie, it is particularly important to choose a movie with clear plots and easy to understand. If you choose a profound allegorical part, the less prominent part of the plot will confuse students, not much help for teaching, and it will also be a blow to students' interest in learning British and American culture, which is not conducive to cultivating students' British and American cultural literacy [21-22].

(2) Pay attention to the relevance of film and television works

When choosing film and television works, we must fully consider the difficulty of the wording of the works. For college students, the difficulty level of the film is suitable for level 4 to 6. If it is too difficult, the student will not understand it, which is not conducive to cultural input and absorption. If it is too simple, the student will not learn anything, the learning efficiency is not high, and it will make students slack on the classroom, and it is not conducive to teachers to properly control the learning state of the classroom, so it is especially important to choose difficult and moderate movies.

Whether the film works are novel and whether the students like them are also issues we should consider. The novelty here does not necessarily refer to the quality of the film, nor does it necessarily refer to the oldness of the film, but whether the students have watched the film. For classic films such as "Forrest Gump", "Harry Potter" and so on Most students have already seen it, and even a small number of students have seen it many, many times, so the novelty of a film will affect the interest of students, and it will affect the students' understanding of the teaching content, so When choosing a movie, novelty is still the most important aspect.

(3) The setting of doctrine teaching tasks in the broadcast of film and television works

Screen film and television works based on content and plot. The films used to assist teaching should be closely related to the unit topics in the main textbook. Film and television works can only be used as supplementary teaching. The film and television works cannot be separated from the original intention of teaching and improve the students' English and American cultural literacy. Otherwise, the results will run counter to each other. Therefore, it is especially important to choose a film that meets the teaching task. Effect [23]. After introducing the application and suggestions of British and American film and television in the cultivation of British and American cultural literacy of college students, specific investigation and demonstration of this method will be presented in Figure 1.

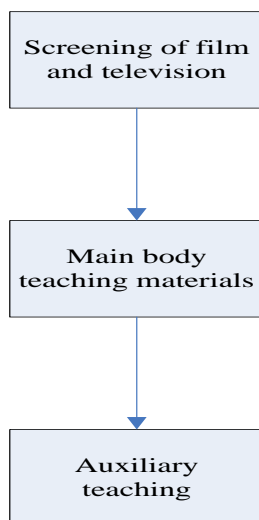


Figure 1. Demonstration of teaching methods of film and television

3. Experiments

3.1. Survey Setup Process

This survey aims to study the role of British and American film and television works in the cultivation of British and American culture for college students. We find that many college students today buy English learning books, including grammar books and vocabulary books, in order to learn English, but such mechanical learning lacks oral training and practical application ability, which is not conducive to students' English and American cultural literacy. Training, but we find that British and American film and television works truly reflect British and American culture. By shaping artistic images, expressing certain artistic ideas, reflecting the times and national spirit, it is a good carrier for studying British and American culture, and this audiovisual integrated audiovisual art It can simulate reality to the greatest extent and create "real art of time and space", so we thought of using British and American film and television works to cultivate the British and American cultural literacy of college students. So this survey was set up. The main body of the survey is college students. The main way is to combine teaching with the cultivation of college students' British and American cultural literacy. The specific steps are as follows [24]:

3.2. Investigation Steps

1) The main body of the experiment is a university student, a total of 20 people, and the other 20 people in the major do not participate in this study, in order to form a comparative experiment. The 20 college students who participated in the survey had a medium level of English, with little change or difference in their level. None of them have taken the CET-4.

2) Let the college students participating in the survey participate in the teaching class of film and television works on Friday evening. The other group of students do not participate in this teaching class including film and television works. So the group participating in the survey is the experimental group, and the other group of students is the control group. The experimental period is two months.

3) These two courses are taught by the same teacher, and two lessons per week are related to British and American culture. Two weeks later, students were tested on their English listening skills using listening test questions, once before the experiment and once after the experiment.

4) The content of the listening test questions should be designed on the aspects of British and American culture, and then compare the two groups of survey subjects. The impact of the use of film and television teaching in teaching and the non-use of film and television teaching on the cultivation of British and American cultural literacy [25].

5) Through the visual analysis of the data of the Douban movie top250 list, from the authoritative data to further prove the importance of excellent British and American film and television to improve the cultivation of college students' British and American cultural literacy.

4. Discussion

4.1. Data Analysis

From the comparison between teaching using film and television cultural works and teaching without using film and television culture, it is found that the use of film and television culture teaching has a significant effect on improving students' British and American cultural literacy. It can solve the problem of context that students lack when practicing spoken English. In the process of teaching film and television works, it helps these students overcome the difficulties of learning English, cultivates the interest in learning English, exercises the ability of listening and speaking,

Dividing and calculating with the picture can be obtained in two ways. People in British and American film and television and college students' British and American cultural literacy have improved students' English learning efficiency by about 20%. Students' English performance has also been improved. 1 and Figure 2.

Table 1. Investigation on the application of film and television works in the cultivation of college students' cultural literacy (after the experiment)

Student test scores	1	2	3	4	17	18	19	20
Use film and television works to teach	85	86	88	90	83	81	89	86
Do not use film and television works to teach	80	82	76	78	79	81	80	72

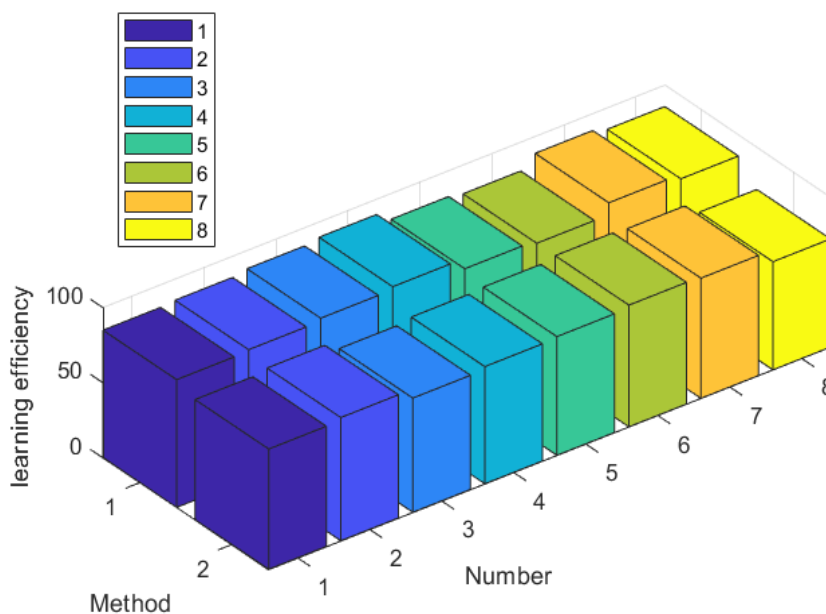


Figure 2. Post-survey data

4.2. Analysis of Film and Television Works

According to the basic principles of screening of film and television works and the progress of the curriculum, the teaching experiment selected three films: "The Year of the Yao", "The Legend of Forrest Gump", and "Landing in Normandy".

"Landing in Normandy" tells the story of 1944, the beginning of the critical period of World War II. The Allies decided to open up a second battlefield to eliminate the fascist Nazi regime as soon as

possible, so they decided to land in Normandy and liberate France.

"Yao Next Year" is also a documentary, which tells about the freshness brought about by the new NBA, and then describes the low tide of Yao Ming, because he was not adapted to the new environment, but Yao Ming overcomes many obstacles, adjusted himself, and adapted to the new The environment, until the last outbreak in the NBA, the spirit of the documentary is consistent with the intention of the American basketball culture we want to understand and the cultural literacy of the college students we want to convey.

"Gump of Forrest Gump" is about a little boy with low IQ but very talented in some aspects. Since his childhood, his mother encouraged him to be no different from others. When he was confronted by others, he said, "Are you a fool?" He also said that only those who do stupid things are stupid. It was his unswerving spirit and consistent quality that made him reap even greater achievements. His success became foolish. His "stupidity" allowed him to harvest love, harvest friendship, harvest affection, harvest wealth, A person is not called a fool only if he doesn't do stupid things. This film helps to shape the character of students, encourages students to be persistent, to do one thing consistently, and the purpose of our experiments to cultivate students' cultural literacy. Consistency is shown in Table 2 and Figure 3.

Table 2. Investigation on the application of film and television works in the cultural application and cultivation of college students (before the experiment)

Student test scores	1	2	3	4	17	18	19	20
Use film and television works to teach	80	81	82	80	81	79	78	80
Do not use film and television works to teach	80	79	80	81	78	80	82	79

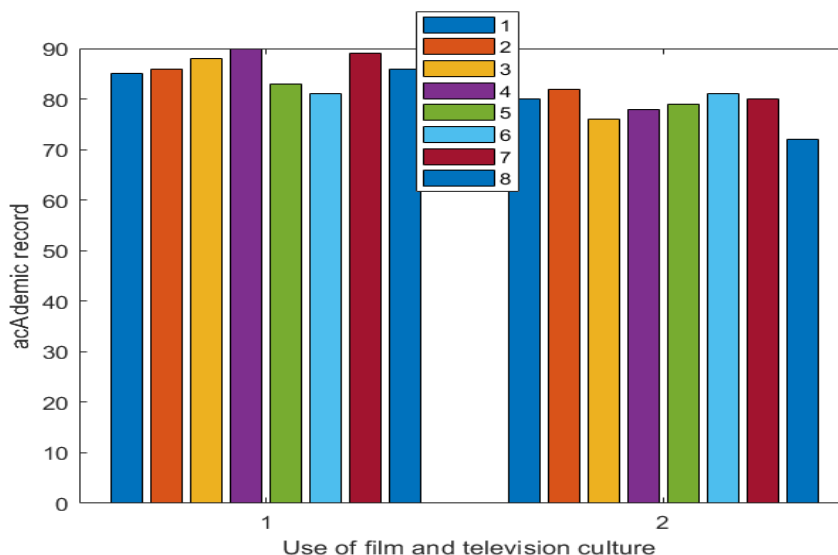


Figure 3. Pre-experiment data

4.3. Visual Analysis of Douban Movie List Data

As shown in Table 3 and Figure 4, we extracted the top ten movies in the list:

Table 4. Rated top ten films

Rank	Movie	Score
1	Shawshank redemption	9.6
33	The prosecution witness	9.6
2	Farewell my concubine	9.6
5	Life is beautiful	9.5
8	Schindler's list	9.5
3	The killer is not too cold	9.4
4	Forrest gump	9.4
32	Twelve angry men	9.4
14	The spring of the cattle herd	9.3
217	City lights	9.3

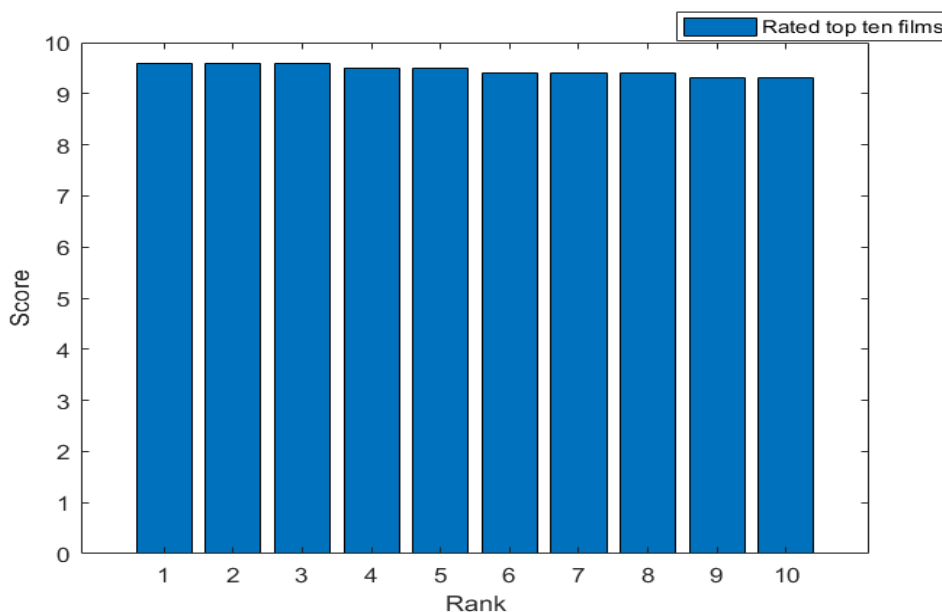


Figure 4. Stastic for countries

We found that with the exception of Farewell My Concubine, the rest of the films were British and American. This shows the importance and popularity of British and American film and television.

4.4. Analysis of Experimental Results

As shown in Table 4 and Figure 5, we made a statistics of all the participating countries in the list and produced relevant analysis charts. Because the cultivation of students' British and American cultural literacy cannot be developed in a day or two, so this experiment It should be continued for a long time, but from the short-term experimental data, the use of film and television culture teaching has played a certain role in improving students' British and American cultural literacy. In terms of cultural knowledge, listening and memory, there has been a significant improvement, so that the experimental data will be significantly different from students who have not done experiments.

Table 4. Participating country

Country	allcounts
America	144
Japan	33
U.S	33
Hong kong	27
France	20

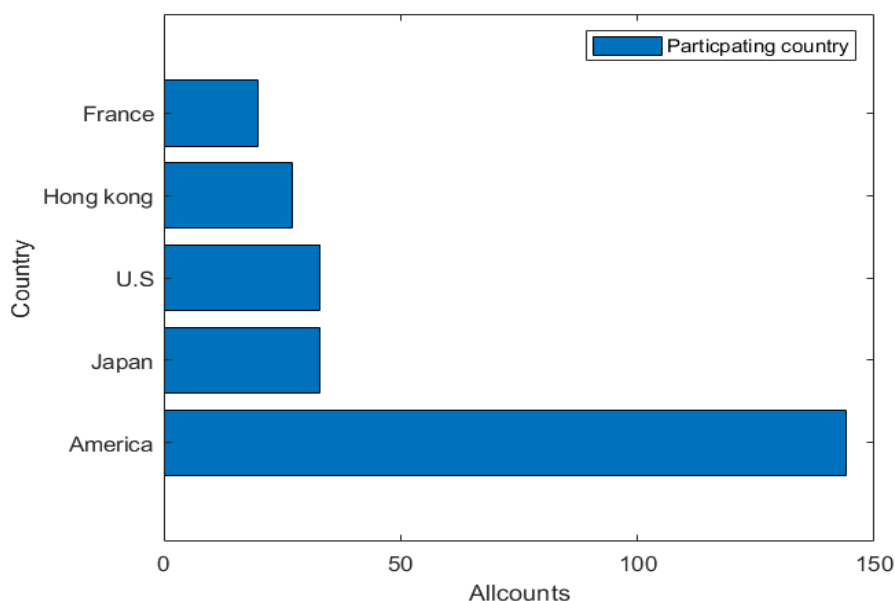


Figure 5. Stastic for countries

5. Discussion

This experiment shows that "film and television works cultivate college students' British and American cultural literacy" is more conducive to improving students' English cultural literacy than the traditional teaching mode. In the application aspect can enhance the students oral communication ability, enhances own knowledge. The appreciation of film and television works is a more efficient and excellent feasible method to improve students' cultural literacy. This method can stimulate students' interest and learning initiative. In the classroom of this teaching mode, students are more enthusiastic in learning, at the same time, students are no longer passive learning, but active learning.

The data also show that the effect of this teaching method in improving college students' cultural literacy is remarkable and effective. Therefore, in the cultivation of students' cultural literacy, the method of combining film and television teaching can be adopted. This kind of interactive teaching method is helpful to improve students' enthusiasm and concentrate on their study. We have been exploring the most suitable teaching mode for college students and follow up the development of the times. We keep pace with the times, and the film and television keep pace with the times.

In addition, there is such a significant difference between the results of the control group and the experimental group in two months, and we know that the research on education, especially the study of educational methods, is a slow and patient work. Therefore, these two months of experimental results do not support us to make a breakthrough in this long-standing traditional teaching model, we

also need to pay more patience and speak with more experimental data, so if the research time is longer, the effect will be more remarkable, we believe that we can find the best way to cultivate college students's cultural literacy in English. Nowadays, the teaching of film and television works is undoubtedly not the best way France.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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