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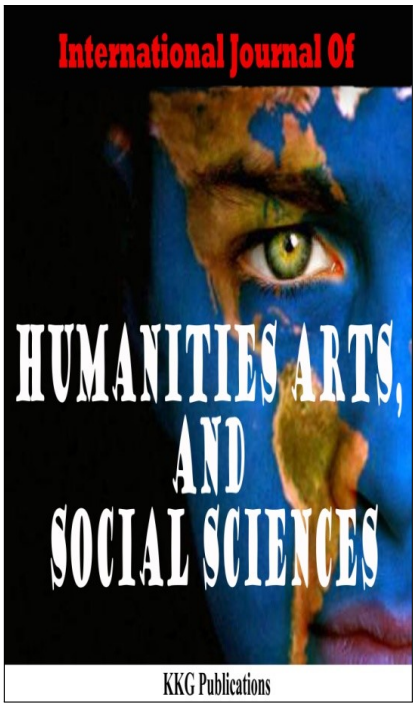

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A Study on Learning Achievement of Integrated Songs of Chinese history Dynasties into Chinese Language Teaching at Third Grade in Junior College

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A STUDY ON LEARNING ACHIEVEMENT OF INTEGRATED SONGS OF CHINESE HISTORY DYNASTIES INTO CHINESE LANGUAGE TEACHING AT THIRD GRADE IN JUNIOR COLLEGE

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Abstract. The purpose of this study is to investigate whether interdisciplinary areas students' learning achievement might affect their learning outcomes on integrating songs into Chinese language teaching. It is inevitable to memory and recites in the field of language education, because for most of the students, memory ability is related to learning achievement. Although digital teaching model is already quite mature, a shortage of large scale digital resources such as Chinese learning is difficult to transferor or even disseminate. Therefore, we try to integrate songs to facilitate students' remember about Chinese history dynasties. Songs instruction was implemented in second semester of 2014. Eighty five-year Junior College students from nursing and applied Japanese language students participated in this experiment. Pre and post test were conducted before one week and after two weeks of integrating songs teaching. This approach can deepen students' impression; strengthen their memory in Chinese language class. Take an ancient Chinese dynasties order as example. Teaching procedures are introduced as follow: First, pre-test is conducted before teacher teaching Chinese dynasties order in class; second, teacher give guidance about Chinese dynasties songs on the Internet for students; third, two weeks later, post-test is held on for students and students need to write down the ancient Chinese dynasties order. Result shows that both nursing and applied Japanese language students' learning achievements have significant difference after integrated songs teaching. Regarding interdisciplinary areas' learning, no significant difference was found. It is concluded that integrated songs teaching strategy can improve students' learning achievement; however, no significant difference was found in nursing and applied Japanese language students.

BACKGROUND/ OBJECTIVES AND GOALS

It is inevitable to memory and recites in the field of language education because for most of the students, memory ability is related to learning achievement. By progressing with the times, innovative teaching has become one of the important goals of national education policy. Constructivism is one of most popular learning theories for many disciplines. Constructivists believe learners should learn through active learning to increase performance. Constructivists underline student-centered teaching mode; teachers serve as organizers, mentors, helpers, and play the role of facilitator during the whole teaching process. Besides, teachers use context, cooperation, dialogue, and other learning environment elements to motivate students' activity, enthusiasm, and innovation, and ultimately to enable students to effectively realize current knowledge with meaningful construct purposes.

When teachers grasp key points with students' knowledge and thinking about the problem, they can use social interaction between teachers and students or among students leading to have cognitive conflict. Because when individual is aware of a problem of self-knowledge and his thought, he/she will adjusted by reflection and make it in line with the external environment's characteristics and requirements. In the past, constructivist teaching is more applied in mathematics and natural science of disciplines involving problem-solving; as to language scopes, teachers are often seen as a direct explanation and demonstration to enable students to understand and recite. Although digital teaching model is already quite mature, a shortage of large-scale digital resources such as Chinese learning is difficult to transfer or even disseminate.

Constructivism is a theory of knowledge and learning, rather than a teaching theory. Constructivist learning maintains that individuals construct newly acquired information by adding it to their prior information. Therefore, we try to compile songs to facilitate students remember about Chinese history dynasties. When we construct this foundation, learners can take advantage of their cognitive and concept understanding to higher level thinking. In spite of this, simply reciting is easy to forget, researchers try to find out some teaching strategies to strengthen students' memory in order to reduce the chance of forgetting with time passing by. Further to improve students' learning achievement, one of the effective ways might be teach-

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ing Chinese language into the song. The research question is focused on whether interdisciplinary areas' students' learning achievement might affect their learning outcomes on integrating songs into Chinese language teaching (Xiao & Wilkins, 2015).

LITERATURE REVIEW

Chinese language teaching has become an important topic in higher education because students' emotions might affect their learning achievement. Petruzzellis, D'Uggento, and Romanazzi (2006) stated that students in this generation increasingly regard themselves as customers, have become more aware of how they are taught and how they learn, and they have become more selective and interactive in their education choices and how they participate in the educational process. Therefore, teachers' teaching strategies need upgradation to meet students' demands. Regarding teaching strategies, constructivism might be a suitable theory to help teachers improve their teaching effect. Constructivism is a theory of knowledge and learning, rather than teaching theory (Brooks & Brooks, 1999; Fosnot & Perry, 1996). Constructivist learning maintains that individuals construct newly acquired information by adding it to their prior information (Chadyiwa & Mgutshini, 2015; Eryaman & Genc, 2010; Jones & Brader-Araje, 2002). Therefore, we try to compile songs to facilitate students remember about Chinese history dynasties. When we construct this foundation, learners can take advantage of their cognitive and concept understanding to higher level thinking.

Student satisfaction is multidimensional and depends on the clarity of goals which a student desires to achieve at their university and in their education (Hartman & Schmidt, 1995). It was found that lecturer's commitment to students' academic achievement and the social integration of students is positively related to student satisfaction. Besides, Elliott and Healy (2001) claimed that student satisfaction refers to a student's evaluation of their experiences with educational services provided by institutions in the short term. Students' learning satisfaction results could determine whether their learning experiences meet or exceed the individual's expectations.

With the advancement of computer technology, multimedia system is increasingly being used in teaching and learning (Song, 2016). There are many studies claiming that multimedia-based distraction can have a positive impact on students' achievement, and effective use of this technology will affect the students' achievement in online courses (Ashaari, 2017; Mayer, 2009; Mckee & Moody, 2010; Reed, 2003). According to these studies, multimedia components, such as graphics, audio, and video can be integrated into online courses to enhance students' understanding.

Making multimedia learning more efficient in classroom can let learners more convenient and easy to learn, thereby improving learning outcomes. It is now a common practice for instructional designers to incorporate digitally recorded lectures such as Youtube (www.youtube.com), voice-over presentations (e.g., Power Point), animation, and other various learning objects with digital video in the instructional method. Music can transform classrooms into positive learning environments where children thrive academically, socially, and emotionally. The traditional Chinese teaching model is now changing. As Legg's (2009) research stated, learning words and phrases through the medium of song will improve teenage pupils' ability to memorize and understand key vocabulary items in French. This study's aim was to discover whether using music as a teaching tool could accelerate students' learning of Chinese history dynasties.

Music can transform classrooms into positive learning environments where children thrive academically, socially, and emotionally (Paquette & Rieg, 2008). The traditional Chinese teaching model is now changing (Shams, 2016; Song, 2010). As Legg (2009)'s research stated, learning words and phrases through the medium of song will improve teenage pupils' ability to memorize and understand key vocabulary items in French (Arnas, 2016; Legg, 2009).

In the past, constructivist teaching is more applied in mathematics and natural science of disciplines involving problem-solving; as to language scopes, teachers are often seen as a direct explanation and demonstration, to enable students to understand and recite (Kaufman, 2004). Although digital teaching model is already quite mature, a shortage of large-scale digital resources such as Chinese learning is difficult to transfer or even disseminate. Besides, many of the questions concerning the relationship between music and general academic progress are still hotly debated.

This empirical study attempts to address one of these questions: it asks whether music, employed as a teaching tool in the mandarin classroom, can help to accelerate students' Chinese history dynasties learning. Consequently, this study integrated video which was compiled by students in the class to facilitate students' memory and recitation of Chinese history dynasties further to compare whether interdisciplinary areas' students' learning achievement might affect their learning outcomes on integrating songs into Chinese language teaching.

METHODS

This study is a quantitative research, which aimed at understanding the satisfaction of students in the song integration into the language teaching?

Teaching Progress

Songs instruction was implemented by compiling songs and singing the songs. This approach can deepen students' impression; strengthen their memory in Chinese class. Take an ancient Chinese dynasties order as example. Teaching procedures are introduced as follows:

First, we provide Chinese dynasties order in class;

Second, teacher guides students to search for Chinese dynasties songs on the Internet;

Third, students are divided into groups, group members discuss together, and pick out songs which they prefer or are familiar with; then students need to compile the ancient Chinese dynasties order into lyrics.

Finally, these groups should show their outcomes by film (video); after that, all students fill out the questionnaire in order to understand learning outcomes.

Research Objects

Researcher adopts purposive sampling method and two classes of third-grade with a total of 85 five-year junior college nursing and applied Japanese language students were participated to this study. Of the student, 86% were female students (N = 59) and 14% were male students (N = 10), it means that the majority of our research is female.

Research Tools

Learning achievement test is used as a research tool and was implemented by writing down Chinese history dynasties from memory in class. Pre- and post-tests were conducted before one week and after two weeks of integrating songs teaching, and immediately recovered. Tests were conducted between March and April in the 2014 academic year for four weeks without a break.

Data Collection

Test papers were collected and analyzed by pair-t test and independent sample t test by using SPSS 18 packet program.

RESULTS

Integrated songs into Chinese language teaching strategy can improve students' learning achievement.

This study focuses on students' learning achievement by integrating songs into Chinese language teaching strategy. Average scores are presented in Table 1.

TABLE 1
Average Score of Learning Achievement Test (N = 69)

Group	Test	*Mean*	*SD*
Nursing	Pre test	41.10	18.15
(N = 31)	Post test	60.90	22.38
Applied Japanese Language	Pre Test	53.26	16.87
(N = 38)	Post test	59.68	21.74

After deleting the incomplete examinations, there were 31 nursing and 38 applied Japanese language students analyzed in this study. As for the pre-test, applied Japanese language students' scores (53.26) are higher than nursing students (41.10); however, nursing students (60.90) have higher scores than applied Japanese language students (59.68) in the post-test. All in all, both groups have progressive in post-test.

Pair-t test was used to test the difference between the pre- and post-test during the integration of songs into Chinese language teaching strategy. It was shown in Table 2.

TABLE 2
Pair-t Test Between Pre- and Post-Test

Group	*N*	*Mean*	*SD*	*t*	*p*
Nursing	31	-19.81	22.46	-4.91	0.000**
Applied Japanese Language	38	-6.42	18.35	-2.16	.038*

*$p < .05$; **$p < .001$

There are significant differences in the results; it means that integrated songs into Chinese language teaching strategy can improve students' learning achievement in both nursing and applied Japanese language students. Similarly, no significant difference was found in both nursing and applied Japanese language students.

The independent t-test analysis was used to test whether there is a difference between nursing and applied Japanese language students after integrating songs into Chinese language teaching strategy (Table 3). Table 3 Independent-t test between nursing and applied Japanese language students' post test

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TABLE 3
Independent-*t* Test Between Nursing and Applied Japanese Language Students' Post Test

Group	*N*	*Mean*	*SD*	*df*	*t*	*p*
Nursing	31	60.90	22.38	67	0.229	0.820
Applied Japanese Language	38	59.68	21.74			

Result shows that there is no significant difference in both groups, $t\ (67) = 0.229$; $p < 0.05$

DISCUSSION

The integration of music into teaching is generally carried out in kindergarten, primary school, and foreign language learning, but with the increase of grade, the application of this strategy is less, especially in Chinese language teaching, so this study emphasizes the way of music integration for teaching students in the learning unit of ancient Chinese dynasties, through the students familiar with the songs adapted into learning content, and to help students to remember.

Learning differences in different disciplines have been discussed for a long time in medical school students, but little is known about the Chinese language courses. Therefore, this study's aim was to discover whether interdisciplinary areas' students' learning achievement might affect their learning outcomes on integrating songs into Chinese language teaching. This strategy can improve students' learning achievement. We believe it might promote their learning motivation, increase a deeper impression, and can facilitate their memory better than learning by rote.

Gender equality and learning opportunities' equality is a very prevalent issue in current social sciences. This investigation is based on the class's present situation. Regarding gender demographics, 86% students are female students. This displays the results inclined towards female students' learning outcomes. Result shows that no significant difference was found between nursing and applied Japanese language students. It might be due to the same school students, has higher homogeneity or small number of subjects and other factors.

Interestingly, language field students often learn by songs integrated, nursing fields' study is to emphasize the professional knowledge of memory and clinical skills. Despite these students from different learning areas, this teaching strategy can achieve the consistency of the learning results. As Petruzzellis, et al., (2006) stated expectancy on how to improve teacher's teaching skills and further to improve student's learning outcomes is more and more important. Our study shows that this strategy can facilitate different disciplines' students' learning on the Chinese history dynasties.

CONCLUSION/ CONTRIBUTION

This study draws three conclusions; the first, integrating songs into Chinese language teaching strategy can improve students', learning achievement; second, no significant difference was found in both nursing and applied Japanese language students; the last, because 86% students are female students, therefore, the results are inclined towards female students' learning outcomes.

Although we were focused on whether interdisciplinary areas' students' learning achievement might affect their learning outcomes on integrating songs into Chinese language teaching, this study suggests that we should implement multiple assessments such as class exercises, paper and pencil test, group cooperative, and quality of students' works to confirm the learning effect. Besides, the duration of the experiment was relatively short, giving no perspective on the longer-term effects of compiling songs instruction on Chinese language memory skills. Future studies should investigate the long-term effects in this strategy. Larger samples, too, should be employed; future cross-school study can be carried out to observe the differences in interdisciplinary areas.

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