Assimilation and Preservation: Influence of Foreign Films in ELT to Develop Intercultural Communication Competence

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Abstract- In English Language Teaching (ELT), foreign films have long been used to improve students' linguistic competence. In English Language Teaching (ELT), developing intercultural communication competence has gradually emerged as a crucial objective. However, less research has been done on whether students' ICC (Intercultural Communication Competence) can be improved by watching foreign films. This paper tends to demonstrate that foreign films can also help students improve their ICC by using Byram's ICC model. This article discusses an empirical study conducted in Anurag University college classroom to investigate the activities students engage in while watching the Disney film Mulan. Major research data came from students' study blogs, quizzes, and interviews. The analysis of the data showed how foreign films helped students develop their ICC and how students thought about how they interpreted foreign films. Films are an extremely useful tool for teaching a foreign language. According to our research and experience, using films in the classroom of a foreign language allows students to learn not only the culture of the language but also new words, terminologies, and phrases, as well as how to use them correctly—activities that would not be possible in a typical language classroom. Students can also use class discussions to practice speaking the language, especially at an advanced level, through films.

INTRODUCTION

Teaching and learning a foreign language can take place in a variety of settings and ways. These include instruction by oneself or in a group, with or without a teacher. The ability to comprehend, speak, read, or write a language is the primary goal of language learning. Films may be able to play a significant role in all of these endeavours. Films give students a chance to better understand the language and its cultural context, which can make learning a foreign language easier and more interesting. Many schools have multi-media rooms with things like televisions, video cassette players, CD players, and DVD players for teaching and learning foreign languages. Sadly, the use of films is still uncommon in foreign language teaching departments in Ghana in particular and in many other countries. The most common argument is that watching movies in class doesn't give students enough time to practice speaking the language. In addition, a lot of lecturers and students think that movies are just for fun. The final point is accurate. Films, on the other hand, are a great way to learn languages because they are entertaining. This is due to the fact that using them allows students to simultaneously learn and have fun in the classroom. The video and audio components not only demonstrate the behaviour of native speakers of the language, but they also provide models for pronunciation, intonation, and accent. Textbooks and picture books do not cover these aspects of language use.

METHOD AND DATA ANALYSIS

Films have been used to teach foreign languages for a long time. Russian psycholinguist Leontev (1975) argues that when students have a basic understanding of the language at the intermediate and advanced levels of language learning, film use becomes essential. Another scholar, Kutuzova (1982), emphasizes the utilization of films over reading passages or stories because films provide a wealth of material for listening, speaking, and discussion as well as for civilization studies. In addition, Massi and Merino (1996) come to the conclusion that including film-based messages in the teaching of foreign languages is a fun and interesting way to improve students' command of the language and provides a welcome break from classroom routine. In most cases,

using a mix of audio and video in the classroom allows students to better understand the language because it gives them more chances to ask questions, make comments, and get a better sense of the language than they would otherwise. There are a lot of different things in historical films that add a lot to the story even though they don't have much to do with it. Music that alters the speed of scenes at various points, affecting the audience psychologically and emotionally, is one example. narrators who talk about specific and important parts of the movie; and information about the films' time and location (Balazs, 2002). The film and its language are made simpler to comprehend by all of these.

Byram's (1997) ICC model was widely accepted in the fields of Intercultural Communication studies and teaching foreign languages. Five components comprise his model: attitude, knowledge, interpreting and relating skills, interaction and discovery skills, and critical awareness are all important. According to Elola & Oskoz (2008), the first component, attitude, refers to the students' curiosity and openness, readiness to suspend belief about other cultures and belief about one's own. This is about being willing to put off having beliefs about one's own culture and beliefs about other cultures. It is not expected of students to judge based on their own cultures. According to Byram (1997), knowledge is the second factor, and it refers to familiarity with social groups and their products and practices in one's own country and in the country of one's interlocutor, as well as knowledge of the general processes of societal and individual interaction. According to Idoia Elola and Ana Oskoz (2008), a lot of this knowledge is relational. That is, how people in one country perceive people in another country. This knowledge is also social, which refers to the process by which individuals acquire information about their own social group and that of others. Knowing that one's natural way of interacting with others is the result of socialization and that other cultures have similar but distinct ways of interacting is part of the knowledge of the intercultural speaker (Elola & Oskoz, 2008).

In point of fact, it is impossible for students to acquire all of the relevant knowledge for a variety of cultural contexts. As a result, it is absolutely necessary for students to possess skills that enable them to comprehend unfamiliar information and relate it to their existing knowledge. First and foremost, students must possess the ability to interpret a document or event from another culture, to explain it, and to relate it to the documents from one's own skills of interpreting and relating (Byram, 1997). Second, students must possess the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction (Byram, 1997). These skills are referred to as skills of discovery and interaction. Even if there is no real-time communication, students should be able to learn about new cultures and develop the ability to integrate their knowledge, attitudes, and skills. Even though they are quite open-minded and tolerant of the beliefs and values of others, students may sometimes be tortured by the conflict between their own values and the ones they have just learned. Positive or negative responses to those of the target culture may be influenced by a learner's own values. By cultivating a critical cultural awareness, it becomes necessary to make students aware of their own behaviours and beliefs; namely, by cultivating one's ability to evaluate critically and on the basis of explicit criteria, perspectives, practices, and products in one's own and other cultures and countries (Elola & Oskoz, 2008). With critical awareness, students are expected to maintain their own values while being more open-minded toward another cultural value.

The absence of information regarding the is one of the issues that has been identified. method for incorporating films into language instruction. Despite the fact that the use of films in the teaching process is not new, Azimov (1990, 1994, 1996), Kasnyane (1985), Kasyanova (2004), Leontev (1975), Lonergan (1988), Schukin (1981, 1990, 2003), and Vegvari (1981, 1988, 1999, 1998) argue that the methodology for using films in the teaching of foreign languages is not well developed. According to Kasyanova (2004), the pre-viewing and post-viewing exercises are frequently carried out incorrectly, resulting in students not comprehending numerous cultural terms and concepts. Petneki (2007) conducted a study in Hungary and found that, despite their numerous benefits, only a small number of language teachers would make frequent use of technical resources like audio or video equipment due to a lack of knowledge about how to use films in language instruction.

ANALYSIS METHOD AND DATA ANALYSIS

The utilization of films in the instruction of foreign languages has numerous benefits. According to Massi and Merino (1996) and Gvozdeeva (2004), foreign language teaching departments in many nations do not typically employ films in the classroom. The lack of methodology or time to prepare for lectures, as well as a lack of equipment and materials, are cited as reasons for the absence or poor use of films in the teaching of foreign languages. Respondents who were English teachers were asked how frequently they used alternative methods in their teaching in a Praveen A (2007) study to evaluate the use of alternative methods in the teaching of foreign languages. Seventy-eight percent (78%) of respondents stated that they sometimes use video in their teaching, while approximately twenty-two (22%) stated that they have never used it.

Our survey of teachers and students in the Department of Humanities and Sciences at Anurag University, Hyderabad found that only a small number of teachers utilized alternative teaching strategies. Twenty percent of the thirty-five teachers of foreign languages who were surveyed stated that they employ alternative teaching strategies. Seventy-one percent (71%) use audio, twenty-eight percent (28%) use video, and fourteen percent (14%) use computers in a multiple-response mode for instruction. In order to teach a foreign language, alternative methods are used for the following reasons: that they offer a simple method for teaching students to deal with a variety of accents, intonation patterns, voice modulations, and voices; that they aid in the development of students' communication abilities, including the ability to listen to and appropriately respond to sound beats derived from the native environment of original language speakers; that they sharpen students' ability to differentiate between homophonic words and improve their writing; and that they offer an authentic and instructive method of language learning and help students improve their comprehension. Sixty-four percent (64%) mentioned the lack of equipment and materials, twenty-nine percent (29%) stated that alternative methods are not applicable to the courses they teach (i.e., history and literature1), and twenty-four percent (24%) mentioned the large class sizes and the intermittent supply of electricity as reasons for the non-use of alternative methods in the teaching process.

However, the majority of lecturers, approximately eighty-three (83%) percent, stated that they would be willing to employ alternative strategies if facilities and training were made available. Based on our teaching experience, incorporating films into foreign language instruction would be a welcome change. For instance, students gave an excellent evaluation of a course in which they watched and discussed films in oral classes. The students were specifically asked to rate the degree to which the course improved their understanding of the subject. On a scale from 1 to 5, where 1 indicates 'poor' and 5 indicates 'excellent,' the students gave the course an overall grade of 4.37 during the four consecutive semesters it was offered. This amounts to an overall percentage score of 87.45 percent, which roughly signifies that the approach is excellent.

IMPORTANCE OF USING FILMS IN TEACHING FOREIGN LANGUAGE

The socio-cultural background of a people is shown in movies, as well as information about their characters, language, and appearances. They convey this information to the audience not only through what the actors say but also through what the movie shows. For instance, when we watch a British film, it shows areas of the country as well as the ways of life, mannerisms, morals, religion, beliefs, values, and hopes that are associated with these areas. Knowing these is knowing the British people and their socioeconomic and cultural environment. When teaching a foreign language using foreign films, the same argument applies. Films from nations whose languages we teach contain a wealth of cultural and non-linguistic data. According to Asamoah-Gyedu (2003), African drama films and television shows have evolved into moralizing tools. Rich examples of how language is used in everyday life are provided by language structures and lexical items used in communication. Massi and Merino, according to
"Film is an excellent medium for the explicit teaching of syntactic, morphological, semantic, and pragmatic aspects of a foreign language," (MM 23)
As a result, films contribute to the development of the ideal 'language environment' in the classroom. A study abroad program offered by some universities aims, among other things, to help students comprehend how the language is used in everyday life.

However, the program frequently denies students the opportunity to visit traditional families, as well as the opportunity to see the country's traditional setting and get a sense of how the language is used in everyday life. Students can greatly advance their understanding

of the country and their ability to adapt if they have the opportunity to visit it through a study abroad program or other means by gaining an understanding of the traditional setting and everyday life through films.

TABLE 1. DATA SOURCES

Contents	Collection Period (5 weeks)	Data
Attitude	First week	Students' Study Blogs
Knowledge	Second week	Quiz
Skills of Interpreting and Relating	Third week	Students' Study Blogs and Interviews
Skills of Discovery and Interaction	Fourth week	Students' Scripts
Critical Evaluation	Fifth Week	Students' Study Blogs and Interviews

The study was conducted in Telangana, undergraduate students who did not major in English participated in the study. They can take this elective course if they pass the basic school English Test Band 4 (BEC 4) first. Those with a BEC 4 certificate are more likely to speak English well, which will make teaching much more effective. The teaching material was chosen to be the Disney film Mulan. The film's plot is based on a foreign folktale, but it's not like the usual foreign version. The main actress in Mulan was a tomboyish young woman who behaved and dressed like a man. She once became enraged because she failed to live up to the expectations of traditional gender roles in India and was out of touch with traditional feminine virtues. She, on the other hand, went to fight against the central character in his place. only in the armed forces; a world of men; Mulan was able to discover her true self and lead her own life. Mulan ended up winning the war, saving the native kingdom, and enjoying a happy ending. Disney's Mulan was picked because foreign people are familiar with the story. The story in the movie has educational and entertaining teaching materials. Additionally, it provides reflection opportunities. However, the film'' distorted depictions of foreign culture were frequently challenged by researchers. The difference between the western and eastern versions is a good illustration of how students are developing their awareness of cultural differences and how it challenges critical thinking. Critical classroom discussions about the plurality and fluidity of culture, as well as those about foreign heritage and

cultural authenticity, could be sparked by using this material.

Based on the research of Engelbert (2014), Youming Wang (2009), and Daniel Xerri (2005), the following is a summary of the significance of using films to teach foreign languages: Psychological, Socio-cultural, Pedagogical, Linguistic.

In general, teachers of foreign languages prefer that novices respond fully to questions. This is due to the fact that when students complete their responses to questions, they frequently repeat previously learned grammatical and lexical material. The language is taught in this way without considering the situation in the real world. For instance, if a question is posed to you in class, what is your name? My name is John, so that would be the required response. This is accurate. However, in actuality, 'John' is more likely to be the response. This method of teaching a foreign language cannot be altered for beginners. We can only add more dialogue, songs, and other forms of communication. However, in situations in which students do not have the opportunity to visit the country of origin of the language, the use of films becomes a very effective method of learning foreign languages at intermediate and advanced levels because it provides an immersion into the actual language. This suggests that film might be more suitable for intermediate and advanced students. For instance, during the third and fourth years at the Anurag University, the number of students decreases as they diversify their chore Engineering. At this point, using movies to teach a foreign language becomes both necessary and recommended. Students in the third and fourth years ought to have the

vocabulary they need to compare and contrast films from various cultural and historical contexts and to analyse individual films. Our experience suggests using songs, cartoons, or short films, which students would enjoy, as additional materials for beginners. The kind of movie to show in class is a problem when using films to teach foreign languages. This problem has to do with the method. According to Kasyanova (2004), selecting a film should be based on the specific audience, making it one of the most crucial steps in the process of teaching a foreign language. Voller. P (1993) asserts that two types of motivations play a significant role in the selection of films for improvement in commutation skills.

CONCLUSION

The study sheds light on how films are used in language and culture instruction. Byram's ICC model can be used by teachers to design tasks that aim to improve students' ICC and provide them with recommendations for foreign films that contain a lot of cultural elements. However, the focus of the class or the teaching objectives of a particular module should guide the selection of the film. Teachers should also keep in mind that movies tell stories from a particular director's point of view, so they reflect their own personal perspective. According to their own interpretations of the movie, some students may or may not believe this point of view (Mark Mallinger & Gerard Rossy, 2003). Individual differences among students may cause additional limitations. Students with strong religious beliefs or moral values may find scenes containing swear words, pornography, or violence offensive. Teachers should be selective with these types of scenes. The design of the task itself is also very important. The task design is well-supported theoretically by Byram's ICC model. When designing tasks to increase learners' ICC awareness, it is encouraged to use other ICC theories.

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