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透過電影提升英語為外語學習者的跨文化能力:台灣國中生之個案研究

Developing EFL Learners' Intercultural Competence through Films: A Case Study of

Taiwanese Junior High School Students

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國立政治大學英國語文學系碩士在職專班

碩士論文提要

論文名稱：透過電影提升英語為外語學習者的跨文化能力：台灣國中生之

個案研究

指導教授：許麗媛

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論文提要內容：根據之前的研究結果顯示，電影能夠提供學生豐富的跨文化學習經驗。然而；雖然電影已被一些研究者採用以期培養大學生的跨文化能力，卻鮮少有研究探討其用來提升英語為第二外語的國中生的跨文化能力。隨著全球化的趨勢，及早培養跨文化能力也越顯重要。因此，此研究探討一群英語為第二外語的台灣國中生，在經歷一學期透過電影學習跨文化的課程後，其跨文化能力的展現以及學生對於透過電影培養跨文化能力的心得與想法。參與研究的學生為十三位相同選修社團的成員，研究者透過學生的學習日記以及訪談資料進行質性分析。

研究結果顯示學生在經過一學期透過電影學習跨文化的課程後，不論是在情意、認知、以及行為三個方面都有所成長。同時，他們也給予這樣的跨文化學習方式正面的評價。研究的最後，研究者也給予未來想應用電影培養學生跨文化能力的老師們一些實際教學上的建議。

關鍵字：跨文化能力、電影、學習日記

Abstract

Research has found that films are a good way to provide rich resources for intercultural learning. Although a number of studies were conducted in the past to explore how to use films to cultivate college students' intercultural competence (IC), few studies have been reported on the use of films in high school students in the EFL context. Given the importance of cultivating students' intercultural competence in this globalized world, this study aimed to investigate the effectiveness of using films on developing a group of Taiwanese junior high school students' intercultural competence as well as their perceptions of this approach. A total of 13 students from the same elective course were recruited to participate in the study. Data were collected from the participants' reflective diaries and interviews, which were analyzed qualitatively. The results showed that students developed their IC in three dimensions: affective, cognitive, and behavioral ones. Students also held a positive attitude towards intercultural learning through films. Finally, based on the results of this study, some suggestions for intercultural learning and teaching through films are provided.

Keywords: intercultural competence, foreign films, reflective diaries

CHAPTER ONE

INTRODUCTION

People of different cultural backgrounds have more chances to communicate with each other because of globalization. As the world's most influential world language, English is an important medium to help people from different cultural backgrounds to communicate with one another. However, Baker (2009) argued that it is hard for people who can only speak English fluently without intercultural awareness and negotiation skills to achieve successful intercultural communication. In other words, English proficiency alone does not guarantee one's success in intercultural communications, while the ability to understand and interact with people from different linguistic cultural backgrounds is crucial (Byram and Feleming, 1998; Lustig and Koester, 2006; McKay, 2004). Moreover, there is a correlation between learners' intercultural competence (IC) and foreign language learning motivation (Mirzaei & Forouzandeh, 2013). As a result, it's vital for language teachers to teach their learners to appreciate different cultures and cultivate their intercultural competence.

There are a variety of terms used by intercultural scholars to discuss the concept of intercultural competence, such as intercultural communicative competence, intercultural sensitivity, cross-cultural awareness and intercultural interaction (Fantini, 2006). The present study focused on exploring students' development of *intercultural competence* (IC), which refers to a competence for people to behave and communicate effectively and appropriately in intercultural situations (Deardorff, 2006).

Over the past two decades, in the field of foreign language education, many researchers have emphasized the importance of intercultural competence. For instance, Byram (1997) indicated there is a noticeable link between ability to function a language effectively and intercultural competence. Similarly, Kramsch (2009) proposed that gaining intercultural competence can benefit language learners because it can facilitate their language choices during communication. More recently, Chao (2013) also argued the importance of integrating intercultural learning into university English courses to help EFL learners develop intercultural competence.

However, learners at secondary educational level in Taiwan seemed to have little chance to acquire intercultural competence because Taiwanese English teachers usually focused more on English language skills than on culture learning. In addition, it is difficult for students to develop their IC from the mainstream textbooks since there is often a lack of intercultural elements such as cultural conflict, empathy, or multiple cultural views in the textbooks (Cunico, 2005). Although more and more researchers have utilized various approaches to developing learners' IC in the EFL context including on-line discussion boards (Angelova & Zhao, 2016), blogs (Lee, 2010), cultural portfolios (Allen, 2004), and ethnographic interviews (Bateman, 2004), relatively fewer studies have focused on the use of films as a medium to teach culture, especially to junior high students in Taiwan. Based on previous studies, films, which provide authentic language, vivid settings and human interaction, can be used as a good resource for teachers and learners (Yue, 2019). Meanwhile, through films, learners can observe how intercultural interactions are conducted, such as the use of words, gestures, facial expressions, eye contact, and intonation (Summerfield, 1993).

Given the fact that films can offer rich resources for the students to view different cultural issues and observe how to conduct successful intercultural interactions, the present study also used films to teach culture on a group of junior high school students in Taiwan. Since EFL students in general seldom have the chance to experience different cultures or to have intercultural interactions with foreigners directly. Using films is a more accessible means for the teacher to conduct intercultural teaching in the classroom. Hence, the purpose of this study was to enhance Taiwanese junior high students' intercultural competence through the use of foreign films. To investigate the effectiveness of using films on promoting students' intercultural competence, two research questions were proposed in this study. They are stated below:

1. Do EFL learners develop intercultural competence after the intercultural instruction through foreign films?
2. What are EFL learners' perceptions of intercultural learning through foreign films?



CHAPTER TWO

LITERATURE REVIEW

This section reviews foreign/second language studies in the following areas: intercultural competence, intercultural teaching through the use of computer technology, and intercultural teaching through films. The first part introduces the definition of IC and its three dimensions. The second part reviews ways of applying computer technology in intercultural teaching. Last, the main focus of this present study is to examine research related to integrating films into intercultural teaching in the language classroom.

Intercultural Competence

Research has indicated that foreign language learning cannot be separated from culture learning. The inseparability of language and culture both nationally and internationally has obtained a greater awareness in recent years (Shemshadsara, 2012). As Yang and Fleming (2013) stated, the goal of English language teaching has gradually focused from a narrow linguistic competence to intercultural communicative competence. Consequently, the importance of IC has attracted more attention in recent years. Many researchers have proved the development of IC is beneficial to achieve a successful language learning and intercultural communication (Brislin & Yoshida, 1994, p.29).

Despite the consensus on its vital role in language learning, intercultural competence has been defined by many researchers in a variety of ways. For example, According to Chen and Starosta (1998, p.4), intercultural competence is “the ability to

effectively and appropriately execute communication behaviors to elicit a desired response in a specific environment.” In addition, Wiseman (2003, p.192) proposed that “intercultural communication competence involves the knowledge, motivation and skills to interact effectively and appropriately with members of different cultures.” Similarly, Fantini (2007, p.12) defined intercultural communication competence is “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself.” To sum up, there seems to be a consensus that a competent intercultural communicator can use his/her knowledge, motivation, skills/ behaviors to interact effectively and appropriately with people from different cultures.

Numerous scholars have developed different conceptual framework for intercultural competence. For example, Byram (1997) proposed a model of Intercultural Communicative Competence. His model includes five elements: appropriate attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Spitzberg (2000) and Gudykunst (2004) claimed that motivation, knowledge and skills were three important components of intercultural competence. Chen (2003) proposed that intercultural competence was composed of intercultural awareness, intercultural sensitivity and intercultural effectiveness to attain effective intercultural communication. Similarly, Fatini (2007) supported that promoting intercultural competence such as knowledge, attitudes, skills, awareness, and language proficiency at the same time can achieve successful intercultural communication.

Although researchers tend to have different viewpoints on the construct of intercultural competence as well as how it should be measured (Arasaratnam and

Doerfell, 2005), three basic dimensions of intercultural competence were widely recognized in the field of foreign language teaching including affective, cognitive, and behavioral aspects (Byram, 1997; Chen and Starosta, 1996; Fantini, 2000; Lustig and Koester, 2006; Spitzberg, 2000; Ting-Toomey, 1999). Chao (2013), who combined and integrated many researchers' opinions toward IC, pointed out there are different features in these three dimensions. For example, motivation and attitudes can be included in the affective dimension, knowledge and awareness in the cognitive dimension, and skills and strategies in the behavioral dimension. In this study, I adapted the three basic dimensions of intercultural competence according to Chao's (2013) study to analyze data collected from the participants' reflective diaries.

It's worth noting that in intercultural settings, these dimensions needed to be developed simultaneously in order to achieve successful and effective communications (Arasaratnam and Doerfell, 2005; Landis, Bennet, & Bennet, 2004; Lustig & Koester, 2006).

Intercultural Teaching Through the Use of Computer Technology

Since intercultural competence has gained more attention in recent years, researchers and teachers have tried different ways to help their students to develop this competence. For example, the use of computer-mediated communication (CMC), such as blogging, email exchanges, and online discussion boards can provide learners with authentic language experiences through communicating speakers of target language and in consequence, facilitate their cultural awareness (Angelova & Zhao, 2016). As a result, the use of CMC has become an effective way to promote students' intercultural learning in the foreign language context. Besides, according to Stockwell

(2018), a great amount of research has indicated that CMC, combining with telecollaborative projects for cultural exchanges and interactions, can develop students' intercultural competence by offering them more opportunities to communicate with people from different cultures. For example, Liaw (2006) asked her Taiwanese students to read articles about their own culture and exchange their views with American students with the aid of e-forum. Students from both sides exchanged their different views based on different cultural background. In the end, four types of IC within the framework of Byram's model (1997) were shown from the students' e-forum entries. Similarly, Angelova and Zhao (2016) used an online collaborative project which included discussion board and e-mail between students from China and the USA. American students tutored Chinese students on their essays about American culture for grammar mistakes. Through the process of revising the essays, students from both sides exchanged their ideas about the two cultures. Finally, students promote their cross-cultural awareness and language skills. There is also another way to combine CMC with face-to-face interaction to cultivate learners' IC. Lee (2010) combined both ethnographic interviews (face-to-face interaction) and blogs (CMC) to foster the learners' cross-cultural communication and cultural awareness. The 16 American learners interviewed Spanish speakers and recorded their reflections about cross-cultural issues on their blogs. The research findings have proved that the learners constructed their cultural awareness during their blogs writing; meanwhile, developing their intercultural knowledge and skills. On the other hand, even CMC alone can be adopted to aid students' intercultural learning. Stockwell (2018) adopted web-based tasks, using WebQuests to encourage her forty-five Japanese learners to discuss on certain cultural issues. Through the process of

discussing on different cultural topics based on WebQuests tasks, the learners deepened their cultural knowledge and developed their IC as well.

Intercultural Teaching Through Films

Apart from the use of computer technology, foreign films are another easily accessible medium and contain rich resources for language learning and teaching (Chapple & Curtis, 2000). Nevertheless, it is worth noting that films are also suitable for both language learning and intercultural learning (Roell, 2010).

There are numerous compelling reasons to adopt films in an intercultural learning. First, according to Sturm (2012), the use of films is a good way to promote language learning by interesting students in the L2 and its cultures, and provide more chances to exposure to L2 cultures. Second, foreign films can challenge stereotypes and foster learners' cultural awareness which can help learners increase their tolerance to others and achieve cultural empathy and sensitivity (Tomlinson & Musuhara, 2004; Cardon, 2010; Sturm, 2012). Third, films contribute with a sense of reality of target culture and are good resource as a multicultural and multilingual oasis to offer more contact with other cultures (Truong & Tran, 2014; Wood, 1999). In other words, films can bring the viewers real and holistic intercultural experiences which they might not have the chance to encounter in real life (Wilkinson, 2007). Fourth, Sturm (2012) stated that "films, like all art forms, evoke a variety of emotional and intellectual responses." Since films can depict the plots vividly, learners can easily be touched by the emotions of the characters, such as gladness, anger, sadness, or envy, and even have the same feelings as the characters. By doing so, they can show more empathy on people from different cultural backgrounds with a

non-judgmental attitude (Mendengall, Kuhlmann, & Stahl, 2001). Moreover, films can make abstract value concrete and focus on specific culture aspects such as traditions and historical events (Björk & Eschenbach, 2014). Last but not least, through discussions and observation, films offer learners a lot of opportunities to observe different communicative discourses and intercultural themes, inspiring them to reflect on their cultures and others (Pegrum, 2008). For these advantages mentioned above, more and more research is conducted to explore using films as a medium of intercultural learning. For example, Shawback and Terhune (2002) adopted an online film interactive courseware to promote students' cultural understanding. They mentioned that since students were interested in films, they integrated an online interactive exercises with films to see if the students' language ability and cultural understanding has improved after the study. In the end, the students not only acquired multiple aspects of the target culture, but also improved their linguistic competence. Tognozzi (2010) used film clip as a medium for her fifty students in an Italian language course. Students had to watch a film dialogue clip and imitated the dialogue by themselves. Furthermore, Students also searched for some culture issues relating to the film clip. Finally, through films, students improved their cultural knowledge, awareness, and motivation toward cultural learning. Similarly, Mortensen (2017) conducted a research project to see if films can promote his Norwegian tenth graders' IC in his English class. Students role-played the film themes and imagined themselves as film characters. By analyzing the film themes and role-playing, students tried to think and act in appropriate intercultural way. In the end, students promoted both their linguistic and communicative competence as well. Apart from integrating films with interactive courseware or role-play activities to promote students' IC, films also go well with reflective journals. For example, Truong

& Tran (2014) engaged their 16 Vietnamese college students in intercultural learning through an American film. The instructor asked the students to role-play certain parts of the scene, and guided them to observe and discuss verbal and non-verbal behavior, emotion, underlying values, and sociocultural information in the film subsequently. Finally, five themes relating to the outcome of intercultural learning emerged from the students' reflective journals, including gaining cultural knowledge, understanding cross-cultural comparison, giving up stereotypes, indulging in authentic learning, and appreciating the intercultural learning through films.

Similarly, Chao (2013) examined if the foreign films as instructional tools can develop Taiwanese college students' IC, accompanying with four-stage activities. Students had to record their reflection toward the films in their reflective diaries in these four-stage activities. The findings showed that students' IC got positive development no matter in affective, behavioral, and cognitive dimensions after the course. Likewise, Lee (2019) also integrated the use of films in her intercultural instruction in a pre-service teachers' course in Malaysia. The instructor chose films based on certain topics and let the student teacher to give reflection on what they've learned from the films. The findings showed that the student teachers had positive perceptions toward the course and reported the effectiveness of films in promoting students' IC and critical thinking. To sum up, with appropriate task designs, it is undoubted that the use of foreign films can be a useful tool to promote learners' IC by getting them acquainted with unfamiliar foreign cultures and bridging the gap for lack of real intercultural communication encounters.

Although a number of studies were conducted to explore how to use films to cultivate college students' IC, few studies have been reported on the use of films in

junior high students in the EFL context. However, given the importance of cultivating students' intercultural competence in this globalized world, this study aimed to investigate whether the use of foreign films would help a group of EFL Taiwanese junior high school students develop their IC. Meanwhile, the study also intended to find out students' perceptions towards intercultural learning through foreign films.



CHAPTER THREE

METHODOLOGY

The current research is a case study conducted on a small group of junior high school students in the EFL context. It aimed at investigating the effects of foreign films on intercultural teaching. The study addressed the issue in two aspects:

(a) the students' IC development after intercultural instruction through foreign films and (b) the students' perception about using foreign films to do intercultural learning.

This section includes six parts. In the first two parts, the participants and the elective club of the study are described. Third, foreign films selected in the study are listed. Then, in the next two parts, the three stage activities and the procedures of the study are depicted. Finally, the method used for data analysis is shown.

Participants

All of the 13 participants (9 girls and 4 boys) in this club joined this study. They were all seventh and eighth graders in a public junior high school in a rural area in Southern Taiwan. Their average age was 13 or 14 years old. Most of the participants were English low-achievers, lacking confidence to speak English. Besides, they seldom had a chance to see cultural related films or communicate with international visitors. However, since this club-based course was an elective course chosen by participants themselves, participants showed a positive attitude toward this course.

The Elective Course: The Intercultural Learning Club

The club members met each other once a week in the club time (90 minutes every week). This course was a one-semester elective, 16-week course. In this course, The researcher guided the participants to see 8 films and gave them intercultural guidance before, during, and after the films. Participants needed to discuss their idea in these three stages. In addition to having intercultural learning through foreign films, participants will also learn some intercultural theories/models by some short intercultural lectures or videos following the films.

Selection of Foreign Films

To cultivate the participants' intercultural competence, the researcher chose eight suitable films with different intercultural themes in one semester. Instead of just choosing best-selling commercial movies that only stand for dominant American culture, I adapted the criterion, which was conducted by Chao (2013), to choose appropriate films. According to Chao (2013), there were three criteria to choose suitable films for this course: (a) they lead participants to learn more about unfamiliar foreign people, groups or contexts; (b) they illustrate actual stories of foreign people; or (c) they portray thought-provoking historical events which can elicit participants' intercultural awareness and reflection. To conclude, the participants had 16 courses to see eight entire movies. Some movie plots which were not related to the course were skipped because of the limited time. The titles and languages of the eight films are listed in Table 1. Moreover, the researcher led the participants to discuss, analyze, and reflect on the important issues of the films in the three-stage activities during the courses.

Table 1 A list of selected films in the intercultural learning course

Week	Film title	Main language(s)
1-3	English Vinglish	English & Hindi
4	My Big Fat Greek Wedding	English
5-6	The Boy in the Striped Pajamas	English
7-8	Outsourced	English & Hindi
9	Whale Rider	English & Maori
10-12	My Name Is Khan	English & Hindi
13-14	War Dance	English & Acholi
15-16	The Journey	English

The Three-Stage Activities

Since this was the first time for these participants to take such intercultural instruction through foreign films, the researcher gave each student a worksheet as to guide them and make sure they didn't miss any important intercultural details of the films before seeing each film. It was noted that the questions listed on the worksheets were just guidance; in other words, the participants didn't need to write their reflective diaries according to these questions. The English version of the worksheets for the eight films can be found in Appendices A-H. Because of their limited English proficiency, students were given the Chinese version of the worksheets in class.

The researcher conducted the three-stage activities by referring to Chao's (2013) four-stage activities in her intercultural instruction through foreign films. In her instruction, she divided her activities in the following stages: (1) pre-viewing, (2) during-viewing, (3) post-viewing and (4) advanced post-viewing. Similarly, the researcher divided my activities into three stages, which were: (1) before-the-film, (2) during-the-film, and (3) after-the-film.

In the first two activities, the activities were the same as Chao's (2013). In the before-the-film activity, the researcher led the participants to discuss some questions to elicit their interest and background knowledge about the title of the films, or their impression about the cultures that the films were going to present. After the discussion, the participants had to write down their opinion on their reflective diaries. By doing this, the researcher could understand the participants' previous views or even stereotypes on specific people from different cultural contexts. Then, in the during-the-film activity, the researcher stopped the films at some specific plots to lead the participants to focus on some special themes (such as historical background, ethnic group, or stereotype and bias) or to observe some features (such as traditional custom, conversation style, and lifestyle). Then, the participants needed to write down their observation on their diaries. In order to write down their observation in their reflective diaries, the participants must pay attention to the films during their film-viewing. However, the researcher combined Chao's activity 3 and activity 4 to her activity 3, and there were two reasons for the researcher to adapt this: First, since this course is an elective club course, the researcher didn't not have plenty of instruction time as Chao had. Second, owing to the participants were junior high participants, too much intercultural theory instruction could reduce their learning interest. As a result,

some short intercultural lectures or videos were taught after the end of each film. To conclude, in the after-the-film activity, the researcher gave the participants a short lecture about some intercultural theories/models (e.g. Hofstede's five characteristics of cultures, Hall's theories of high and low-context of culture) or intercultural videos. By doing so, the participants could integrate these ideas to observe, compare and interpret the movie plot and cultivate their intercultural competence at the same time. Besides, the participants' feelings or anything they wanted to say about the movie were also welcomed to record in their diaries. Furthermore, some critical questions which could promote participants' critical thinking were asked in this stage, such as cultural comparison questions (e.g. "Do you think there are differences about the attitude toward English learning between Taiwanese and people in this film?") and awareness questions (e.g. "Do you have any experience to change your original stereotypes for specific people?"). The participants were also required to record their reflections toward these questions in their reflective diaries.

Procedure

All of the participants were required to keep their reflections, feelings, attitudes, and opinions in their reflective diaries for one semester (16 weeks), and they handed in their diaries every week. To encourage the participants to express their reflections freely, they could keep their diaries in Chinese (all the diaries would be translated by the researcher later). The participants were given a diary guide in the first course to remind them what they were going to record in different three-stage activities. Furthermore, to help the participants to follow up what they needed to write

down in each stage, the researcher kept leading the participants to discuss or reflects on different themes or issues step by step in every course.

Data Collection

Learner Diaries

For each film, the participants needed to hand in three diary entries: Entry 1 (before-the-film entries), Entry 2 (during-the-film entries) and Entry 3 (after-the-film entries). All of the participants were required to hand in their diaries every week. In the end, each participant finished 24 entries for the 8 films; therefore, 312 entries of diaries in total by 13 diarists were analyzed by one of the colleagues and the researcher. The three-stage diary entries were categorized into 8 files according to the 8 foreign movies. Moreover, in the end of the course, the participants handed in the extra entries about their perception toward this course. The extra entries were placed in a separated file.

Interviews

In order to achieve an in-depth understanding of the change of participants' intercultural competence and their perceptions toward this course, a one-to-one semi-structured interview was conducted in the end of the course. The interview was recorded and lasted for about 10 minutes for each participant in Chinese. The 10 interview questions were developed before the interview (see Appendix I). However, more questions were asked to let the participants to clarify or elaborate on certain details.

The English translation of the ten interview questions are given as follows:

- (a) Do you like to do intercultural learning through films? Why?
- (b) How do you feel when you learn the cultures which are different from yours?
- (c) Does intercultural learning through films change your ideas toward learning cultures?
- (d) We have seen eight films in this semester. And each film represents different cultures. Which cultures impresses you the most? Why?
- (e) In these eight films, which film characters do you think is the best role model with high levels of intercultural competence?
- (f) Besides language, what factors are also necessary to achieve successful intercultural interactions?
- (g) After this course, do you think you have more confidence to do intercultural interactions with a foreigner than before?
- (h) What is the biggest reward for you after taking this course?
- (i) Do you have any suggestions for this course?
- (j) Would you like to join in intercultural learning through films in the future? Why?

Data Analysis

Content analysis was conducted (McDonough & McDonough, 1997) to interpret and analyze the diary data to focus on two research points: (a) the development of the learners' intercultural competence after the intercultural instruction through foreign films; and (b) the learners' perceptions to do intercultural learning through foreign films. According to Allwright and Bailey (1991: 193), three key features should be taken into consideration when identifying the data: (a)

frequency of mention; (b) distribution of mention; and (c) saliency. To keep these three features in mind, the researcher carefully read and examined the diary patterns and interview data to identify the recurring or salient themes across different participants, and categorized these salient themes into three dimensions of IC, including affective, cognitive, and behavioral according to Chao's (2013) category. Attitudes and motivation which stand for "one's emotional reactions to certain culture or willingness to communicate with people from different cultural backgrounds" are in the affective dimension. Cultural related Knowledge and awareness which stand for "one's deeper understanding of the meanings and contexts of foreign people's attitudes and behaviors" are related to the cognitive dimension. Finally, skills and strategies which means to "conduct verbal or non-verbal behaviors appropriately and effectively in intercultural contexts" are embedded in the behavioral dimension.

Table 2 A brief example of three dimensions of IC (adapted from Chao, 2013)

Dimensions	Features	Examples of Students' Reflective Diaries
Affective	Attitude	I felt so pity for the Jews in the concentration camp. The Jews were discriminated, enslaved and killed just because of their race. What a crazy thing it was! (The Boy in the Striped Pajamas Entry 3/S3/17 October 2019)
	Motivation	I hope one day I can have the chance to study abroad. I will use a positive attitude to face cultural differences. After taking this course, I start to feel curious for different cultures,

		and I would like to learn and make friends with them. I also hope that I can go to study abroad someday. (Extra Entries/S2/9 January 2020)
Cognitive	Knowledge	I learned a special holiday in this movie- Holi. Holi is an Indian' holiday to pray for a good harvest. On that day, people will throw colorful flour on others; as a result, Holi is a holiday full of different colors. Everyone looked so happy and indulged in this joyful event. If I have the chance to visit India someday, I would like to join this holiday in the future. (Outsourced Entry2/S7/24 October 2019)
	Awareness	Every culture has different ways to greet with others. In the movie, the husband who took the western education regards to hug someone as a way to greet others; however, his wife, a traditional Indian woman regarded it as an inappropriate way. To hug someone as a greeting way is a common thing in Western cultures, rather than in India. It reminds me that we should know some basic culture manners to avoid people from different culture feeling uncomfortable. (English Vinglish Entry 3/S3/19 September 2019)

Behavioral	Communication strategies/ skills	When we talk to foreigners, we can slow down our voice. We can also emphasize important key words without saying complete sentence or accurate grammar to help them understand us. Furthermore, it's important to wear a smile when we listen to others. By doing so, we could help the speakers feel more relaxed and have confidence to convey their meaning. (Extra Entries/S7/9 January 2020)
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After finishing analyzing the data, the researcher invited one of the school colleague as a rater to examine how to code and categorize the data. In addition, the researcher discussed with the participants to confirm or clarify certain parts of their reflective diary to make sure their original meaning of certain entries when necessary.

CHAPTER FOUR

RESULTS

This chapter displays the results of this study, which demonstrate the development of the participants' IC and their perceptions of the intercultural learning through films. The data were collected from the participants' reflective diaries and interviews.

I. EFL Learners' Development of Intercultural Competence after the Intercultural Instruction Through Foreign Films

For the first research question concerning the students' development of intercultural competence, the results showed that the participants developed their IC in three different dimensions- affective, cognitive, and behavioral dimensions. Four themes were classified under the affective dimension including (a) to show the empathy for the main characters in the films, (b) to change the stereotypes and have totally different attitude toward specific ethnic groups, (c) to hold a positive expectation for future intercultural interaction, and (d) to have more motivation to learn English after noticing the role of English in intercultural communication. A total of seven themes were categorized under the cognitive dimension. They are: (a) to observe the main characters' attitude toward intercultural communication and learn from them, (b) to observe different cultural characteristics or features from the films, (c) to pay attention to the misunderstanding or inappropriateness caused by cultural differences and know how to avoid from it, (d) To understand open mind and respect are two key factors to achieve a successful intercultural communication, (e) to compare the diversity of different culture with the cultural theories learned in this course, (f) to learn a life lesson from the characters in the films, (g) to reflect the

importance of reserving and promoting the traditional culture by appreciating intercultural films. As for the behavioral dimension, only one theme was found: to learn to adopt useful communicative strategies during intercultural communication. From the results mentioned above, students' IC development was found to be the most evident in cognitive dimension with seven themes, following by affective and behavioral dimensions. An overview of the results of the development of students' IC is also presented in Table 3. In the following sections, I will present findings on students' development of IC in terms of the three dimensions in greater detail.

Table 3 An overview of the development of students' IC

Dimensions	Themes
Affective	<ul style="list-style-type: none"> - To show the empathy for the main characters in the films. - To change the stereotypes and have totally different attitude toward specific ethnic groups. - To hold a positive expectation for future intercultural interaction. - To have more motivation to learn English after noticing the role of English in intercultural communication.
Cognitive	<ul style="list-style-type: none"> - To observe the main characters' attitude toward intercultural communication and learn from them. - To observe different cultural characteristics or features from the films. - To pay attention to the misunderstanding or inappropriateness caused by cultural differences and know how to avoid from it. - To understand open mind and respect are two key factors to achieve a successful intercultural communication. - To compare the diversity of different culture with the cultural theories learned in this course. - To learn a life lesson from the characters in the films. - To reflect the importance of reserving and promoting the traditional culture by appreciating intercultural films.
Behavioral	<ul style="list-style-type: none"> - To learn to adopt useful communicative strategies during intercultural communication.

Development of IC: Affective Dimension

A. To show the empathy for the main characters in the films.

It was easier for the participants to have the same feeling as the main characters did through films. Some of the participants showed their empathy for the main characters in the following extracts (Dairy Entries 1-2).

1. I felt so pity for the Jews in the concentration camp. They were discriminated, enslaved and killed just because of their race. What a crazy thing it was! (The Boy in the Striped Pajamas Entry 3/S3/17 October 2019)
2. This movie really gave me a shock. At first, Khan had a wonderful family; however, 911 terrorist attack destroyed all. Sam, his beloved son-in-law, was killed in light of racial discrimination. I felt as sad as Khan when Sam was killed and it was also the first time that I truly understood the terror that racial discrimination could really kill someone. (My Name Is Khan Entry 2/S5/21 November 2019)

In Diary Entry 1, this participant depicted what she saw about the miserable experience of the Jews once had and took pity on them. As for Diary Entry 2, through the main character's loss of his son, the participant could imagine the depth of his pain. The participants' empathy toward the film characters help them shorten the distance with people from different cultural background.

B. To change the stereotypes and have totally different attitude toward specific ethnic groups.

Since the participants were not acquainted well with diverse cultures, they usually held a stereotype or discrimination toward unknown cultures. After this intercultural instruction through films, they started to reflect if their original values or stereotypes were effected by their own mainstream culture. Furthermore, they understood they should hold an open heart to face the cultural differences and break down their stereotypes toward different cultures. For example, some of the participants mentioned that Muslims seemed a little bit mysterious because they always wore long robe and mask which covered their face. Also, some participants used to think that Muslim people were very violent and terrifying since they learned that some Muslims had done some very bad thing, such as terrorist attack from the news report. Nevertheless, Khan, the main character in the film- *My Name is Khan*, was a kind and enthusiastic man who was always willing to help others. After seeing this film, they started to reflect their original stereotypes were totally wrong and learned that most of Muslims are very kind people who long for peace. It is not fair to tag them as bad people just because of a few bad Muslims. Many participants pointed out it is not right to attach a label to someone that they are not familiar with in their reflective diaries. The other example was that some of the participants thought it was not sanitary for Indian to eat with their hands. However; after this intercultural instruction, they've learned that they should not judge other cultures with their own cultural value. The following entries (Dairy Extracts 3-4) were typical examples that expressed these perceptions.

3. I used to think it is not sanitary for Indian to eat with their hands. But now, I think we should respect cultural differences, rather than judge other cultures by our own cultural value. In the future, if I have the chance to travel to

India, I would like to try to eat with my hand. (Outsourced Entry 3/S9/24 October 2019)

4. When we are not familiar with a foreign country, we may have some misunderstandings or prejudices toward the country or its people. However, after we see the films, we may change our original stereotypes and realize that our misunderstandings or prejudices are totally wrong. In the future, I think it's important to abandon our original value when we meet an unfamiliar culture to have a more understanding toward the foreign countries. (Interview/S1/9 January 2020)

C. To hold a positive expectation for future intercultural interaction.

In the beginning of the course, most of the participants mentioned that they don't think they can interact well with people from different cultural backgrounds. Owing to the lack of experience of intercultural learning, most of the students didn't have confidence and didn't know how to do intercultural interaction even if they'd learned English for several years. However; some of the participants changed their mind after the course and expected to interact or make friends with intercultural interlocutors, or even studied or worked abroad in a foreign country in the future (Diary Entries 5-6). In a nutshell, these participants showed a positive expectation for doing intercultural interaction.

5. I hope one day I can have the chance to study abroad. I will use a positive attitude to face cultural differences. After taking this course, I start to feel curious about different cultures, and I would like to learn and make friends with them. (Extra Entries/S2/9 January 2020)

6. Before taking this course, I didn't think doing intercultural learning was interesting. However, I find that learning intercultural knowledge is very attractive to me. Therefore, I hope I can visit other countries and interact with people from different cultural background to learn more intercultural knowledge. (Interview/S6/9 January 2020)

In Diary Entry 6, it was obvious to see the participant's change toward intercultural learning and intercultural communication. Before taking this course, this participant didn't expect that intercultural learning was interesting; however, after this course, he wanted to learn more intercultural knowledge and even expected for further intercultural communication in the future.

D. To have more motivation to learn English after noticing the role of English in intercultural communication.

All of the films in this course have one thing in common: English can be heard throughout these films no matter it is the main language in the films or not. By observing the importance of English in intercultural interactions, 90% of participants realize that English is a great tool to help them understand other cultures and communicate with people from different cultures (Diary Entries7-8).

7. Through English, we can interact with people from different cultural background in person. It's hard to depend on the translation to totally understand a culture. For example, a translated novel can't fully convey the meaning of its original one. Similarly, we can't really know a culture when we can't interact with its people directly. (Interview/S7/9 January 2020)

8. I had been to America once. However, I only could speak a little English at that time because my English was not very good. Even though sometimes I really wanted to ask a question or ask for help, I just didn't have the courage to do that. As a result, I deeply understand if I can't speak English well, I can't not only express my feelings, but also understand others. I think English is a very difficult subject, and I need to spend more time learning it. (Interview/S10/9 January 2020)

Development of IC: Cognitive Dimension

A. To observe the main character's attitude toward intercultural communication and learn from them.

From the participants' three diary entries, many participants showed that they observed the main character's attitude during intercultural communication. Since different characters may hold different attitudes, behaviors or actions when they encountered different situations. As a result, the film characters can always bring the participants new insights. For example, most of the participants could discern what attitude was good and what was not. In the film- *Outsourced*, some participants observed and recorded some bad attitudes about Todd in the beginning of the film, such as he was reluctant to accept Indian culture; as a result, he didn't want to appreciate or learn anything about India. Or since he didn't know that "bull" was a sacred animal in India, he talked about how American used a brutal way to raise and kill their bulls in front of all his Indian subordinates and that made them feel so uncomfortable. Besides, he picked on his subordinates' Indian accent and tried to adjust them to use American accent to speak English. The other example was Toula's father who always boasted his own culture but

denied and devalued other cultures in the film- *My Big Fat Greek Wedding*. By observing all of these misdeeds made by the film characters, the participants learned they should avoid these misdeeds during intercultural interactions. In the end of these films, some participants also recorded the change of the main characters' attitude from self-centered people to successful intercultural communicators. (See Diary Entries 9-10)

9. Todd seemed to hold a little bit cultural superiority in the beginning. He was sent to India by his company to train some Indian subordinates there reluctantly. At first, he didn't think he needed to learn anything about India because he was there to "teach" Indians about America culture. However, he gradually realized he needed to respect and accept other culture first to let the two different cultures really understand each other. It reminds me that a lofty stand will never gain respect and appreciation from others. (Outsourced Entry 3/S8/31 October 2019)
10. One of the key man in this movie was Toula's father. Toula's father was a very traditional Greek. He showed reject and dislike when he faced culture difference and culture shock at the beginning. Besides, he was a little bit narrow minded to boast his own culture as the best. Nevertheless, he learned to respect and blend in different culture in the end and I believed it was not an easy thing for him. As a result, I admired Toula's father because he had the courage to change his own opinion and accept his son in law from different culture. (My Big Fat Greek Wedding Entry 3/S9/26 September 2019)

From the participants' reflective diaries (9 and 10), it was clear to see that they could discern if the film characters' showed positive attitudes (e.g. respect,

appreciation), or negative attitudes (e.g. superiority, narrow mind) during intercultural interaction.

Additionally, some of the participants also pointed out that some film characters set a good example for them to do intercultural interaction. The following extract could clearly show this point:

11. Even though Toula ..., Ian always adopted an easy-going attitude to face the culture difference without bias. For example, he kept learning Greek...because language was a good way to show closeness. Besides, Ian also showed his respect to Greek culture by encouraging his child to learn Greek. People often got bias when we met someone who was different from us; however, Ian didn't show any bias but an open attitude toward different culture from the beginning. I think Ian set a good example- when we wanted respect from others, we should respect them first. That was an important point why Toula's family was willing to really accept him in the end. (My Big Fat Greek Wedding Entry 3/S3/26 September 2019)

B. To observe different cultural characteristics or features from the films.

Different cultural characteristics such as a description of a place, ceremony, music, dance, food, and custom were depicted more frequently than any other theme in the participants' dairy entries. It was noticeable that most of the participants recorded the details of the different cultures in different perspectives. For example, in Diary Entry 12, the participant depicted what she saw about the city view of Manhattan in the film.

12. In the movie, I saw some interesting things about Manhattan. There were a lot of tall buildings, crowded people, boutiques, and street artists... People there were bold to show their individual difference, such as wearing eye-catching clothes and shoes. (English Vinglish Entry 2/S6/12 September 2019)

In Diary Entries 13 and 14, the participants showed their interest in different daily life by referring to a special Indian snack and their eating habit in the film.

13. The Indian snack- Ladoo looks so yummy and I think it looks a little bit like our Taiwanese snack- glutinous rice sesame ball. No one in the class have ever tried this snack, so we are so curious what is the difference between these two kinds of snacks. (English Vinglish Entry 2/S11/12 September 2019)

14. It is natural for Indians to eat with their hands. Furthermore, they regard left hand is dirty, and right hand is clean. As a result, it is impolite to take food or eat food with left hand in front of Indians. (Outsourced Entry 2/S1/24 October 2019)

Furthermore, in Entries 15-17, the participant depicted some details about the ceremony or festival that they observed in the films, such as Indian wedding, Holi festival, and Haka.

15. In the wedding, the Indian bridegroom wore their traditional white clothes, and the bride wore beautiful sari with a lot of beautiful accessories on their hands and head. I also found that there was a red dot between the women's eyebrow. Besides, there was very loud music in the wedding, and I felt Indian music was very unique and dissimilar to Taiwanese music. People in the wedding would dance with the music. (English Vinglish Entry 3/S8/19

September 2019)

16. I learned a special holiday in this movie- Holi. Holi is an Indian' holiday to pray for a good harvest. On that day, people will throw colorful flour on others; as a result, Holi is a holiday full of different colors. Everyone looked so happy and indulged in this joyful event. If I have the chance to visit India someday, I would like to join this holiday in the future. (Outsourced Entry2/S7/24 October 2019)

17. Haka is a unique ceremonial dance which only belongs to Maori people. In ancient time, Maori warriors would perform Haka to frighten the enemies before they started the battle. As a result, Haka is a dance which are comprised of frightening facial expression and powerful movement. (Whale Rider Entry2/S5/7 November 2019)

In short, from Diary Entries 12-17, these participants recorded some cultural features which were new to them.

C. To pay attention to the misunderstanding or inappropriateness caused by cultural differences and know how to avoid from it.

Some of the participants found that some misunderstanding or inappropriate behaviors were from different cultural background, customs, manners, or even languages. For instance, one participant noticed that in the film- *The Big Fat Greek Wedding*, all of Toula's family spat on Toula in her wedding and this behavior shocked Ian's parents. For Greek, spitting on somebody is a way to wish good luck; however, spitting means hate and despise for some ethnic groups. This cultural differences may lead to misunderstandings very easily. Similarly, another participant also brought up a misunderstanding caused by language differences in

the same movie. Ian's mom made a bundt cake (a traditional American cake) to Toula's parents. However, because the words "bundt cake" sounded like "idiot" in Greek, Toula's family felt a little bit offensive and was not happy about it. Moreover, one participant also indicated one misunderstanding which was from different cultural conversational manner. In the film- *Outsourced*, Todd was not happy to be asked about personal questions, such as salary, age, or relationship, because it was impolite for American to ask others personal questions. However, it's okay to ask these questions for Indians. These cases from the films once again reminded the participants that they should be more careful during intercultural interaction. In Diary Entries 18-19, the participants even provided suggestions for how to avoid such circumstances, such as learning some basic cultural manners or doing some preparations before actual intercultural interactions.

18. Every culture has different ways to greet with others. In the movie, the husband who took the western education regards to hug someone as a way to greet others; however, his wife, a traditional Indian woman regarded it as an inappropriate way. To hug someone as a greeting way is a common thing in Western cultures, rather than in India. It reminds me that we should know some basic culture manners to avoid people from different culture feeling uncomfortable. (English Vinglish Entry 3/S3/19 September 2019)

19. After seeing all of the films, I found it is easy to cause cultural misunderstandings. As a result, I think the best way to avoid the misunderstandings is to do some preparations before we do intercultural interactions with people from other cultures. For example, we can learn the basic greeting ways, manners, or customs so that we may avoid offending others. Then, we can also learn some taboos about other cultures as well. To conclude, I think we should be more careful when we interact with people

from different cultural background. (Extra Entries/S1/9 January 2020)

D. To understand open mind and respect are two key factors to achieve a successful intercultural communication.

Besides language, some of the participants have noticed some successful interactions between the film characters were due to open mind or a willing-to-understand heart. To take an example from one participants' diary entries, he maintained his observation in the film- *English Vinglish*. Although the classmates in Shashi's class were from different countries and they were not good at English; they still held open mind, friendly facial expression, and kind attitude to communicate with each other. And these factors were more important than the language ability. Likewise, another participant also pointed out another example in the same film. Loren couldn't understand Indian, but he still tried to understand Shashi when she was complaining her family. Similarly, although Shashi couldn't understand French, she still could feel that Loren was trying to say something to comfort her and this made her feel better. They both, namely, couldn't understand each other in language but trying to understand each other in another way. In addition, while "respect" was a simple word, it was not a simple thing. From Diary Entry 20, the participant showed she understood the importance of respect and the horrible outcome of discrimination and prejudice. In conclusion, the participants understood what attitude they should embrace in intercultural communication. This could be seen in Diary Entry 21.

20. I think we should respect and treat people equally even though they are different from us. The Jews in the movie were the ones who were

discriminated because of their race. I think that was a horrible thing. Difference is not a good excuse to discriminate others. If we are discriminated because of our race, we will feel so bad. Learning to respect others and have an open mind to appreciate differences are important lessons for all humankind. If more and more people have this kind of thinking, I believe there will be less fence between people. (The Boy in the Striped Pajamas Entry 3/S4/17 October 2019)

21. Intercultural communication is not a one-way communication and it needs people from both sides to show open mind, respect, appreciation, admiration and understanding of each other, rather than just to show language ability. (Outsourced Entry3/S1/31 October 2019)

E. To compare the diversity of different culture with the cultural theories learned in this course.

Before the learners started this intercultural learning course, some fundamental concept should be taught to them. For example, culture was learned not innate, and our behavior, perceptions, values, habits, and daily lives were impacted by our culture. By relating other cultures to the learners' own culture, the learners found out the differences between the cultures and some of the learners tried to use the cultural theories which they'd learned in class to compare or interpret the differences. This awareness helped them understand another culture better. For instance, in the following Diary Entry 22, the participant used Hall's theories of high and low-context of culture to interpret the female lead's reaction. Since India stands for high-context culture, people there won't convey their feelings or emotions so directly. In contrast, it is a common thing for the French male lead to

express his feelings directly since he was from a low-context culture. The different ways of how they expressed themselves are because of their cultural difference. On the other hand, in Diary Entry 23, the participants adopted the notion of collectivism and individualism to explain the cultural differences. Traditional Greek family emphasize collectivism and the unity of family. However, American culture value individualism more. This cultural difference leads to the film characters' different attitude toward marriage.

22. When we want to show our feelings for a foreigner, we should consider an appropriate way which is suitable in his or her culture. For example, Loren confessed his feeling toward Shashi in public without considering that Indian women were more shy to show their affection than French. Besides, I think there was another reason for Shashi's reaction. Since India is a high-context culture, Indian may not convey their emotion in their word, but in a more implicit way. (English Vinglish Entry 3/S8/19 September 2019)
23. The Greek set a high value to the family. Toula's family was big, and the family members had a close relationship between each other. And we could see that Toula was always trying to be one part of her family even if sometimes she didn't agree with some of their tradition. I think Toula's family can present the traditional big Greek family which emphasize collectivism and the unity of family. In contrast, Ian's family didn't give him too much opinion on his marriage. They respected their son's decision and accepted it. I think Ian's parents are just like typical American parents who don't interfere their children's decision since American culture values individualism. (The Big Fat Greek Wedding Entry 3/S11/26 September 2019)

F. To learn a life lesson from the characters in the films.

Some of the participants promoted their understanding into deeper reflection. For example, from the film- *The Boy in the Striped Pajamas*, one of the participant realized that “we should know a person by ourselves, rather than just follow others’ words” by observing the two main characters’ friendship (Diary Entry 24). Another participant wrote down “when we remove these external classifications, the nature of being a human is all the same” after seeing the film- *My Name Is Khan* (Diary Entry 25). And the other participant got encouraged from the children in the film- *War Dance*. “Although these children encountered such miserable experience and were underestimated by others, they still tried their best to win for themselves. I was so impressed by their determination to overcome all the obstacles to success” (Diary Entry 26). From these participants’ reflective diaries, films can be proved not only to let the students understand the content easily, but also give them a life lesson.

24. In the film, the main character, Bruno, didn’t believe what other adults told him about how evil the Jews were. He still made friends with a Jewish boy, Shmuel. I liked the movie to use a child’s eyes to see the cruel thing. Bruno just believed what he saw about the Jews, instead of what he had heard about the Jews. I think it is important to really know a person by ourselves, rather than just follow others’ words. Most importantly, everyone deserves to be respected, not to be discriminated. (*The Boy in the Striped Pajamas* Entry 3/S12/17 October 2019)

25. Khan’s mother taught him that there were only two kinds of people in this world: good man and bad man. Except that, there was no difference between people. I can’t agree her more. A lot of hatred and discrimination occur when

we try to classify people according to their religion or race. However, when we remove these external classifications, the nature of being a human is all the same. If more people can hold this idea, I think there will be less fight around the world. (My Name Is Khan Entry 3/S9/28 November 2019)

In the before-the-film stage, I asked students to set a criterion to classify people from different cultural background. Most of the students set the criterion according to skin colors, nations, or ethnic groups. Nevertheless, in Diary Entry 25, the participants learned that the only criterion which could classify people around the world was based on if the man was a good man or not.

26. Before seeing this film, I only knew that Uganda was a poor place ... However, I never imagined ... The children in this film were all refugees who lost their parents in the war. Even though ... they still loved music and devoted their passion to play the instrument. They said when they were performing music or dancing, they could forget all their worries or sadness and just indulged happily in their music. Although these children encountered such miserable experience and were underestimated by others, they still tried their best to win for themselves. I was so impressed by their determination to overcome all the obstacles to success. (War Dance Entry 3/S1/19 December 2019)

In Diary Entry 26, the participants not only showed his empathy to the children in Uganda, but also got inspired by their determination to win the music competition. This result showed that films may also bring the students positive life lesson during intercultural learning.

G. To reflect the importance of reserving and promoting the traditional culture by appreciating intercultural films.

By seeing intercultural films, the participants can not only appreciate different cultures, but also reflect the specialty of their own culture. Consequently, some participants also realized that their own traditional culture should be reserved. Intercultural learning is more than to learn from other cultures, but reflect the specialty of self-culture. In other words, learning about other cultures can provoke awareness of one's own culture. Diary Entries 27-28 were good examples for the participants to reflect the importance of reserving and promoting their traditional culture after they appreciated other traditional cultures in the films.

27. The Maori are the indigenous people of New Zealand. I learned some special Maori culture from this movie which I had never known before, like Haka and Taiaha. And I think their culture is very special. Similarly, there are many different indigenous groups in Taiwan and their unique cultures deserve us to know as well. In the future, I want to learn more about them so that I may have the chance to introduce these special Taiwanese cultures to international visitors in Taiwan someday. (Whale Rider Entry3/S8/7 November 2019)

28. Every culture has its own unique tradition ... For example, glove puppetry and Taiwanese opera are unique Taiwanese culture, Holi and sari belong to Indian culture, and Haka is from Maori. Owing to different traditional cultures, every country can have its distinctive features which make the world more interesting. Without conserving our own culture, we will lose the specialty of ourselves. (Whale Rider Entry3/S9/7 November 2019)

Development of IC: Behavioral Dimension

A. To learn to adopt useful communicative strategies during intercultural communication.

The participants learned some useful intercultural communicative strategies during the interactive conversation in the films. Besides language ability, communicative strategies are another important factors to achieve successful intercultural communication. In Diary Entries 29-30, the participants recorded some communicative strategies (verbal vs. non-verbal) they've learned from the films. For example, in Diary Entry 29, this participant mentioned that it might help during intercultural communication to speak with a more slowly speech rate or simple words. Besides, body langue, facial expression, and positive attitude can be helpful as well.

29. In the movie, I observed there were some useful ways for us to communicate with a foreigner who was not good at our language. For example, when Shashi made a phone call to the language cram school, the receptionist slowed down her speech rate and chose simple words to help Shashi understand her after she found that Shashi's English was not good. Or Teacher David always used a lot of body language or facial expression when he talked to his foreign students. He also slowed down his speech rate and emphasized some words with louder and slower voice. Besides, when the foreign students talked with each other, they all showed a positive attitude to try to understand others by wearing a smile on their face. From these observation, I think I've learned how to communicate with foreigners more effectively. (Extra Entries/S1/9 January 2020)

30. When we talk to foreigners, we can slow down our voice. We can also emphasize important key words without saying complete sentence or accurate grammar to help them understand us. Furthermore, it's important to wear a smile when we listen to others. By doing so, we could help the

speakers feel more relaxed and have confidence to convey their meaning.
(Extra Entries/S7/9 January 2020)

II. EFL Learners' Perceptions of Intercultural Learning through Foreign Films

For the second research question concerning the students' perceptions of intercultural learning through foreign films, the results indicated that students in general held positive attitudes towards the course. A large percent of the participants mentioned that films were good mediums for them to do intercultural learning and they were expected to do this kind of intercultural learning in the future. In addition, some students also brought up some suggestions for this course, including hoping to see films with more diverse cultures and to learn some language usages from the characters' interaction. Table 4 presents the overview of results of the students' perceptions. The details of the findings on students' perceptions of course are explicated in the sections below.

Table 4 An overview of the students' perceptions

Themes
<ul style="list-style-type: none">- The learners hold a positive attitude to do intercultural learning through foreign films.- The learners hope they can have more chance to do more intercultural learning through films in the future.- Some suggestions for future intercultural learning through foreign films.

A. The learners hold a positive attitude to do intercultural learning through foreign films.

According to the participants' reflective diaries, there were four main reasons for them to hold positive attitudes about doing intercultural learning through films. First, films seemed more attractive and provided more realistic experience for the participants to indulge in intercultural learning than textbooks (Diary Entry 31). Second, some of the participants thought that films could lead them to focus on controversial issues in a simpler way (Diary Entry 32). Third, some of the learners also mentioned that through the different plots of the films and the interactions between different film characters, it was easier for them to put themselves into the film characters' shoes. That was, learners could show more empathy which was an important factor in intercultural learning (Diary Entry 33). Last but not least, some of the participants stated that films could let them know a culture from multiple cultural aspects, rather than just a single aspect (Diary Entry 34).

31. I think films are good tools to learn culture. Since we may get bored to learn by textbooks as usual, films seemed more attractive and interesting. Besides, Films seem to have a magic power which provides us a real sense of actually being in different cultures. With its plots, music, the conversation and emotion between the characters, I can more easily indulge myself in the cultural learning. I liked the films that the teacher chose for us. (Extra Entries/S8/9 January 2020)

32. Films offer a good chance to face more controversial issues, such as stereotypes or racial discrimination. For example, although there are some related articles about racial discrimination in the textbook, I used to think it was so far away from me and I didn't think it was a big deal. Nevertheless, films give me a more vivid feeling to experience the horror of racial discrimination. (Interview/S9/9 January 2020)

33. I was often touched by the film characters and felt I was so close to them. And that's why films provide a good way to lead us to do intercultural learning. Once I have the same feeling as the film characters do, I will put myself in their shoes. By doing so, I try to think different from my original values and provoke awareness of how my culture has impacted my attitudes and beliefs toward other cultures. That is, I recognized that most of our stereotypes were from the mass media that I received. (Interview/S3/9 January 2020)

34. Films, like kaleidoscopes, often presents different perspectives of a culture. That's why I think films are very suitable for us to learn different cultures because there are so many aspects in a culture just like a kaleidoscope. For example, I've learned different lifestyles, customs, history, and thinking mode of different cultures in the films. (Interview/S7/9 January 2020)

B. The learners hope they can have more chance to do more intercultural learning through films in the future.

After taking this course, the participants agreed that this kind of intercultural learning was absolutely necessary and they also believed films could enable them to become competent global citizens with sufficient IC in the future. In addition, some of them also found that this course gave them more profound intercultural learning than they had in the past. Owing to these two reasons, they anticipated to have more intercultural learning through film instructions. The following two Diary Entries could clearly show these two points:

35. Before I joined this course, I had no idea what intercultural learning was. However, I recognize that intercultural learning is a very important thing

after the course and also learned a lot through this cultural film instruction course. In the future, I hope I can still join this kind of course to develop my IC through seeing foreign films. Since we may have a lot of chances to communicate with people from different cultural background, it's vital for us to do intercultural learning to acquire this competence. (Interview/S2/9 January 2020)

After noticing the importance of acquiring intercultural competence in globalized world, the participant hoped they will have more chance to do intercultural learning through foreign films in the future (Diary Entry 35).

36. To retrospect my previous cultural learning experience was rare. Most of the cultural learning materials were from the textbook or some cultural festival activities, such as Halloween or Christmas. However, this kinds of cultural learning were most related to American culture, lacking of the diversity of different cultures. Furthermore, the depth of learning was insufficient (usually superficial knowledge). Nevertheless, the teacher in this course brought us more profound learning by asking us questions before, during, or after the films to stimulate our reflection, or lead us to observe some important intercultural features or themes. And I think this kind of cultural learning is more interesting to me. (Interview/S9/9 January 2020)

It is worth noting that some of the participants also mentioned the same reflection as in Diary Entry 36. Most of their previous intercultural learning was most related to American culture; however, film brought them to know more multiple cultures instead of only American culture. Furthermore, through the three-stage-activities, the participants also believed that they could get more profound intercultural learning.

C. Some suggestions for future intercultural learning through foreign films.

According to some participants' suggestions (Diary Entries 37-38), they expected the films could cover more cultures and they wanted to learn some English vocabulary or slangs from the films as well.

37. I hope that I can learn more cultures from the films. In this semester, we've seen eight films, but three of them were related to Indian culture. Maybe next time teacher can show us films with more diverse cultures. (Interview/S3/9 January 2020)

38. Sometimes, I wanted to learn some English vocabulary or slangs in the films, but I didn't know how to spell it. I hope teacher can teach us these language usages next time so that we can apply them in the future. (Interview/S8/9 January 2020)

CHAPTER FIVE

DISCUSSION

This study examined the pedagogical possibility of using common teaching mediums- films to develop Taiwanese EFL learners' IC in an elective course offered at a junior high school. The data were collected from the students' reflective diaries and interviews. The major findings of the study in relation to two research questions were as follows: (a) after the intercultural instruction through films, the students developed their IC in three different dimensions- affective, cognitive, and behavioral dimensions. Besides, the students' IC development showed the most evident in cognitive dimension, and followed by affective and behavioral dimensions. (b) The students had positive responses to the intercultural learning through foreign films. The following sections first discuss the findings of the study.

As the first finding indicated that the EFL learners in this study showed their development of IC in terms of the affective, cognitive, and behavioral dimensions after the intercultural instruction through foreign films. The finding of this study appears to be consistent with the previous research, which shows the positive effects of using films on students' intercultural learning. (Chao, 2013; Lee, 2019; Tognozzi, 2010; Truong & Tran, 2014). Moreover, students' intercultural gains in the cognitive dimension such as learning information about other cultures were also consistent with findings from research into intercultural learning conducted prior to the 1990s. Nevertheless, in recent years, behavioral outcomes (such as conducting an intercultural interaction) or affective outcomes (such as holding empathy toward different cultures) have gained more attention (Bateman, 2004) in the research field. Similarly, Byram and Morgan also (1994) pointed out when students studied a foreign

language or culture, their IC would go through some type of change, including cognitive, affective or behavioral, or some combination of the three. In conclusion, more researchers believed that students can develop their IC no matter in affective, cognitive, and behaviors dimensions at the same time (Byram, 1997; Chen and Starosta, 1996; Fantini, 2000; Lustig and Koester, 2006; Spitzberg, 2000; Ting-Toomey, 1999).

Furthermore, the finding also indicated the students' development in the cognitive dimension of IC was the most evident than affective and behavioral ones. One possible reason might be that seeing a movie is a more passive activity; as a result, most of the participants showed an intuitive sense to observe the characters' behaviors, communication styles, attitudes, cultural characteristics and features presented in the films, rather than to put what they've learned from the films into action. The main reason may be attributed to that this kinds of observations are more direct and easier to learn (Liaw, 2006). In addition to intuitive observation, it was also notable that a few students also increased their cultural awareness by analyzing the different cultures with the cultural theories they've learned in class. For instance, in the beginning, many students mentioned about the differences or similarities with other cultures from their cultural view; however, besides simple comparison, some of them began to understand or analyze other cultures with the theories they've learned. To increase students' cultural awareness by comparing their own culture with different cultures seem compatible with Bateman's (2004) agreement that students will reflect their own cultural beliefs and values which are often taken for granted to form more inclusive new thoughts. Moreover, they can also reflect how their own culture shaped them (Bateman, 2004; Ulichny, 1996). In summary, the awareness to

compare or interpret the cultural differences can help the students understand another cultures better. This finding demonstrates that students can develop their IC in cognitive dimension better if the instructors can provide suitable guidance, such as some short intercultural lectures or videos to the students.

As for students' development of IC in the affective domain through films, one possible reason was that films can be a bridge to connect the film characters and the viewers. Students could more easily relate to the characters emotionally and enhance their intercultural development in this dimension. For example, some of the participants felt so empathetic to the characters' experience after seeing the films. And this finding was the same as Ke (2012) finding that students can form a new affection or friendship with the person from different cultural background when they are attempting to understand a person. In Summerfield's (1993) opinion, the learners' empathy has been widely recognized as a critical factor to contribute fluent cross-cultural interactions. Also, after the students become more empathetic to people from different cultural background, they start to reflect their stereotypes or prejudice toward others and reflect if their original values or stereotypes are effected by their own mainstream culture. For example, some of the students once believed that Muslims were all violent and terrifying since the mainstream films or TV news often gave them such image. However, the participants understood their stereotypes were totally wrong and abandoned their original stereotypes after seeing the films. When the participants were willing to abandon their own stereotypes or prejudice, they also became more curious about other cultures and expected to do more intercultural interaction in the future. Just as Mortensen (2017) stated, students become more aware of other cultures and people when they become more curious

about other cultures. By analyzing the students' reflective diaries, it is undoubted that students develop their affective dimension of IC since films can effectively arouse people's affective reactions.

Finally, students' behavioral learning outcome of IC was found to be the least common among the three dimensions of IC. This could be explained by the fact that participants of this study did get the chance to perform what they learned from the class in the real intercultural situation. Despite that fact students felt that they learned how to use useful and effective communicative strategies from film watching, they were not given the real chance to communicate in class.

As for the finding regarding students' overall positive attitudes towards intercultural learning through films, it is also in line with that of previous research. First, some participants mentioned that films were more attractive than textbooks for them to do intercultural learning since there were more realistic experience and rich cultural issues embedded in films. This students' reflection was corresponding to the results of Hertel & Harrington (2018). They believed films were more appealing to learners because they provided enrich cultural content and realistic language. Consequently, films were believed to be a good way to engage the students more than traditional educational material did.

Next, some participants pointed out that films could lead them to focus on controversial issues (e.g. racism, stereotypes) that were usually avoided in textbooks. By exposing to unique cultural content and varied perspectives, students came to a deeper understanding of complex issues and reflected their original bias rooted in the mass media. The finding is similar to that observed by Marcus and Stoddard (2009),

this critical thinking would help the students to form their cultural awareness in the future.

Third, lots of the participants indicated that films could help them shorten the distance with the film characters. That is, the participants seemed to be able to put themselves into the characters' shoes to show their empathy in intercultural learning. Once the students held empathy for the characters' experience, they were more willing to learn from the film characters and think from the characters' perspective. Similar to the result reported in previous research, both empathy and put oneself in somebody's shoes are another necessary factors for intercultural learning (Summerfield, 1993).

Fourth, some participants noticed that there were a lot of different themes in foreign films, including people's way of thinking, traditional customs, religious beliefs, diverse lifestyles, history events and other aspects of cultural things which could stimulate the participants to use more innovative ways to understand the world. The result agrees with Wang & Yu (2018) that films are good carriers to reflect diverse aspects of a foreign culture, such as social culture, communication styles and beliefs.

To sum up, the participants in this research showed positive perceptions to do intercultural learning through films. The finding once again proved the previous studies that films can be adopted as useful and beneficial mediums for learners in intercultural learning (Chao, 2013; Lee, 2019; Truong & Tran, 2014).

Apart from showing positive perceptions of intercultural learning through films, the participants also hoped to have more chance to do intercultural learning through films in the future. It is noteworthy that some participants claimed that their previous

intercultural learning experiences were most from the textbooks or some cultural festival activities which were most related to the American culture, lacking of the diversity of different cultures. In contrast, most of the participants mentioned that films brought them to know more multiple cultures, instead of only the American culture. McKay (2004) also provided similar suggestion that it is worth noting that teachers and learners should not only focus on the American culture, but also different cultures around the world. Given the role of English as an international language, it is surely insufficient for students to only learn about the American culture without further developing their IC or intercultural knowledge (Baker, 2009; Nault, 2006). Just as Wiseman (2003) maintained, cultivating students' cultural awareness and intercultural communicative competence are more important than simply teaching them about the products and practices of Anglo-American cultures.

CHAPTER SIX

CONCLUSION

In this chapter, pedagogical implications are provided for teachers who want to cultivate their students' IC through foreign films in the future. Besides, limitations of this study and suggestions for future research are also presented.

Pedagogical Implications

The findings of the study are meaningful, especially for foreign language learners, who have little opportunity to direct contact with the people from target culture and search for easily accessible medium for IC development. This study demonstrated the possibility of using foreign films to promote learners' IC. As little information on using films as a tool to promote junior high students' IC, this study sought to contribute to a greater understanding of how films could be adopted to deliver intercultural instruction.

There are numerous advantages of using films to promote learners' IC, such as the authenticity of language and scenes, the diversity content and form, the vivid reflection of social culture, customs, values and ways of thinking (Cardon, 2010). Also, a reflective diary was provided as an inspiring tool for learners to do reflective thinking. The findings conclude that the combination of film instruction and reflective diaries offered promising benefits to junior high school students. In addition, the findings showed that the students' perceptions toward intercultural learning through films have offered valuable insights into the effectiveness of film instruction. Most importantly, well-designed tasks or activities are essential to maximize the potential of films for stimulating learners' IC and intercultural communication (Yang & Fleming, 2013).

Activities or tasks which can promote learners' IC should be integrated into the instruction. For example, the three-stage activities before, during and after the film were conducted in this study to activate students' background knowledge, develop cultural knowledge, avoid misunderstanding, observe communicative strategies and compare different cultures with cultural theories. Besides, it is worth noting that teachers may need to teach some essential and fundamental concepts about culture which can be beneficial for students when they learn to interpret or explain cultural phenomena. These concepts help the learners to explore different cultures from a third person's position, and will gradually build their own cultural awareness. Moreover, teachers can lead the learners to focus on some negative factors in intercultural communication such as racism and stereotypes and encourage them to be more open-minded when doing intercultural communication (Jin, 2015). It is important to note that since the participants appeared to have relatively insufficient practice to develop their behavioral dimension of IC. Hence, activities, such as joining online collaborative project (Angelova & Zhao, 2016), or doing face- to-face ethnographic interviews with native speakers (Bateman, 2004), can be integrated into this film instruction, which can offer the students authentic opportunities to practice their communication skills. In addition, from the participants' suggestion for future instruction, teachers should choose films which bear abundant cultural characteristics, rather than standing for certain cultural background. Also, teachers can provide students with opportunities to learn some language usage in the films, or even role-play the conversation of the films. By doing so, students can practice the communicative skills which they've learned in the films (Mortensen, 2017; Tognozzi, 2010; Truong & Tran, 2014).

Limitations and Suggestions

Although the findings of this study have shed light on the application of films to develop junior high students' IC, much more research into this topic is needed and results of this study should also be interpreted with caution. One limitation of the study is that the participants were a small group of junior high school students from a rural area in Taiwan. To generalize the findings to wider population, future research should include larger number of students from different age groups in different educational settings. Besides, in this study, diary entries and interviews were the primary sources to assess students' IC. Future study might consider to collect data from additional sources such as learners' portfolios, which can offer students opportunities to search for related materials to justify or overthrow their stereotypes according to their cultural investigation (Allen, 2004). Another limitation of this study is the type of intercultural training provided to students. Although film watching has shown to be an effective way to develop students' IC, students' lack of learning outcomes from the behavioral aspect points out the need to incorporate actual practice of intercultural communication in the instructional design. To fully develop students' IC, future research should include communication tasks to go along with the film instruction. In spite all of the limitations, the findings from the study are still intriguing enough to invite further research on the topic of EFL students' IC development through foreign films.

Finally, it is suggested that future researchers or instructors may integrate intercultural teaching with language teaching. For example, by analyzing the films and doing role-plays afterwards in class, students can learn to think and act appropriately, which help promote both their linguistic and communicative

competence at the same time (Mortensen, 2017). Or the language instructors can lead students to discuss or reflect on different cultural themes in the target language more often so that they can develop their oral proficiency skills through such integration.

In sum, the findings from this study indicate that the use of foreign films were effective in developing the participants' IC regarding the affective, cognitive, and behavioral dimensions. These findings which may not only enhance our knowledge of foreign films, but also prove a useful source of guidance for students could be usefully applied to English teaching.



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APPENDIX A

The Worksheet for The First Film - English Vinglish

(1) Before the Film

- a. Do you think language is an important factor to learn a culture?
- b. Have you ever had the experience to communicate with a foreigner? Could you express yourself well in English? If not, how did you feel then?

(2) During the Film

- a. Have you noticed any special lifestyles in this Indian family which are different from ours?
- b. Are there any cultural differences shown in this film?
- c. What are the most impressive parts in this film for you? (e.g. food, greeting ways, costumes, music, scenery...)

(3) After the Film.

- a. In this film, the main characters showed a lot of ways to communicate with people from different cultural backgrounds, can you mention some of the strategies which can help us to do so?
- b. Do you think there are differences about the attitude toward English learning between Taiwanese and people in this film?
- c. Do you like this film? Why or why not? Write any reflection you want to talk about.

APPENDIX B

The Worksheet for The Second Film - My Big Fat Greek Wedding

(1) Before the Film

- a. What do you know about the country- Greece?
- b. Do you think is a good thing when someone thinks that his or her own culture is better than others?

(2) During the Film

- a. Do you observe any cultural differences between the female lead (Greek culture) and the man lead (American culture)?
- b. In this film, have you found any misunderstandings which were from cultural differences? (e.g. religions, languages, customs, habits...)

(3) After the Film.

- a. In this film, different characters adopted different ways to face different cultures. Choose one character which impress you the most to talk about. (e.g. Do you think the character did a good job in intercultural interaction or not?)
- b. Do you like this film? Why or why not? Write any reflection you want to talk about.

APPENDIX C

The Worksheet for The Third Film – The Boy in the Striped Pajamas

Historical Background Knowledge Checklist:

(Before seeing the film, please finish the 5 background knowledge questions about this film.)

- In the WWII in Germany, millions of the Jews were sent to ____?
 - a. jail b. school c. concentration camp
- As stated above, who commanded to do that?
 - a. Kennedy b. Hitler c. Churchill
- As stated above, which party did this leader belong to?
 - a. Communist Party b. Democratic Party c. Nazi Party
- Continuously, why did this leader decide to do that?
 - a. He oppressed the Jews to stabilize his own political power.
 - b. He oppressed the Jews because they were really bad people.
 - c. He oppressed the Jews with no reason.
- Out of which reason did this leader commit such bad crime?
 - a. racial discrimination b. gender discrimination c. mental disorder

APPENDIX D

The Worksheet for The Fourth Film – Outsourced

(1) Before the Film

- a. What do you know about the country- India?
- b. If you have the chance to work in a foreign country, what attitude will you hold to face cultural differences?

(2) During the Film

- a. Todd, the main character in this film, is a representative person who encounters cultural shock in a foreign country. Please write down the change of Todd's attitude from the begging to the end of the film.
- b. What are the most impressive parts in this film for you? (e.g. holiday, food, greeting ways, costumes, music, scenery...)

(3) After the Film.

- a. After seeing this film, what are the important factors to achieve successful intercultural interactions? (At least mention 3 factors which you think are necessary)
- b. Do you like this film? Why or why not? Write any reflection you want to talk about.

APPENDIX E

The Worksheet for The Fifth Film – Whale Rider

(1) Before the Film

- a. What do you know about Maori people?
- b. Do you think it is an important thing or not to conserve and protect the traditional cultures?

(2) During the Film

- a. Write down two special things about Maori people that you've learned from this film. (e.g. dance, instrument, lifestyle, custom...)
- b. What is the connection between “whale” and the culture of Maori?

(3) After the Film.

- a. Do you like this film? Why or why not? Write any reflection you want to talk about.

APPENDIX F

The Worksheet for The Sixth Film – My Name Is Khan

(1) Before the Film

- a. What is your impression about Muslims? Where is your impression from?
- b. If God asks you to set a criterion to distinguish people on Earth, what is your criterion? (You can discuss your answer with your classmates around you)

(2) During the Film

- a. What caused the tragedy that Khan lose his beloved son-in-law?

(3) After the Film.

- a. Sometimes it is hard for people to change their original stereotypes for others. Do you have any experience to change your original stereotypes for specific people? Talk about it.
- b. Do you like this film? Why or why not? Write any reflection you want to talk about.

APPENDIX G

The Worksheet for The Seventh Film – War Dance

(1) Before the Film

- a. Have you ever heard Republic of Rwanda? What do you know about this country?
- b. Imagine you were in a refugee camp, what could you see there?

(2) During the Film

- a. Why did these children in this film lost their family?
- b. Write down two special things about the culture of Rwanda that you've learned from this film. (e.g. dance, instrument, lifestyle, custom...)

(3) After the Film.

- a. If you can say something to these children, what do you want to say to them?
- b. Do you like this film? Why or why not? Write any reflection you want to talk about.

APPENDIX H

The Worksheet for The Eighth Film – The Journey

(1) Before the Film

- a. There are some different ethnic groups in Malaysia, do you know what are they?
- b. Imagine you have a chance to travel in a foreign country, what transportation will you want to take during your journey?

(2) During the Film

- a. In the beginning of the journey, Benjamin and Uncle Cyuan didn't understand each other since they were from two different cultures. However, in the end of the journey, they seemed to come closer and know each other better. Do you think what broke the cultural barrier between them?

(3) After the Film.

- a. After the journey, Benjamin and Uncle Cyuan knew each other better. From your perspective, what did they learn from each other?
- b. Do you like this film? Why or why not? Write any reflection you want to talk about.

APPENDIX I

Interview Questions

1. 你喜歡藉由看電影的方式做跨文化學習嗎？為什麼？

2. 在認識這些不同文化的時候,你的感受是甚麼？

3. 透過電影學文化,有改變你原本對文化學習的想法嗎？

4. 你覺得自己有在這次所看的電影中,對哪個文化最有印象？

5. 在八部電影中,你認為哪個角色的跨文化能力是最好的？

6. 你覺得跨文化溝通除了語言這個要素之外還需要甚麼？

7. 上完這堂課之後,你覺得之後有沒有更有信心和不同文化的人溝通互動？

8. 你覺得這堂課給你最大的收穫是？

9. 你給這堂課的建議是？

10. 之後如果再有透過電影做跨文化學習的課程,你還會想參加嗎？

APPENDIX J

家長同意書

親愛的家長您好：

我是本學期擔任「國際文化社」的指導老師。這是一門新開立的課程，希望藉由欣賞和文化相關的電影，來培養孩子的跨文化能力。在地球村的生活形態下，期望孩子能透過跨文化學習，培養更寬容的心胸，開闊的見解，熱於學習不同文化的胸懷，以及增進學習英語的動機。此次課程中，除了電影欣賞外，也會鼓勵孩子把他們所學所想的心得記錄在他們的日記本中。透過這樣的反思和觀察，相信孩子們經過一學期的學習後，他們的跨文化能力不論是在情意、技能、還是認知，都一定能有所成長。所有的日記及訪談資料，僅提供老師研究分析之用途，皆以匿名的方式處理。另外，本課程所寫的日記或學習單皆在課堂中完成，不會有額外的作業和壓力，請家長放心。

英語老師 李明恩 敬啟

-----同意書(請簽名後撕下繳回)-----

家長同意書

____年____班 學生：_____

☐ 本人同意我的孩子參與「國際文化社」的課程

☐ 本人不同意我的孩子參與「國際文化社」的課程

家長簽章：_____

日期：108 年 ____月 ____日