PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF 8 MAY 1945 GUELMA	**جامعة 8 ماي 1945 قالمة**
FACULTY OF LETTERS AND LANGUAGES	**كلية الآداب و اللغات**
DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE	**قسم الآداب و اللغة الإنجليزية**

Investigating the Relationship between Audiovisual-based Media and EFL Learners' Intercultural Knowledge

The Case of: Master One LMD Students at the Department of English,

08 May 1945 University, Guelma.

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Master's Degree in Language and Culture

Board of Examiners

Chairperson: Mrs. HENAINIA Hosna	**(MAA)**	**8 May 1945 University -Guelma**
Supervisor: Mrs. LASSOUED Sabrina	**(MAA)**	**8 May 1945 University -Guelma**
Examiner: Mrs. ABDAOUI Fatima	**(MAA)**	**8 May 1945 University -Guelma**

Submitted by   **Supervised by**

HARRAT Ala   **Mrs.** LASSOUED Sabrina

NAMOUS Rima

June 2024

DEDICATION

I would like to dedicate this work to

My parents, Abd Allah and Fatiha, whose unwavering support, endless love, and

numerous sacrifices have inspired me to pursue my academic career

My brother Mourad, the unwavering support

My dear sisters Ikram and Marwa

My companions of the first and the step before the last, to those who were with me

during my lean years like clouds: Ines, Aya, Maya, and Ikram

My dear partner Ala

My dear supervisor Sabrina

everyone who gave me push forward

To myself, Rima Namous

In the name of Allah, the most merciful and the most compassionate. May peace and blessings be upon His messenger, Muhammad.

Alhamdulillah for the pleasure of achievement, and Alhamdulillah at the beginning and at the end.

I would like to dedicate this work to the kind, supportive, and caring people who have been instrumental in helping me reach this step: my family members.

Firstly, to my mother, SALIHA, and my father, FAROUK –their warm embrace and unwavering support have been my guiding light. My days are incomplete without them, and their endless sacrifices, love, and encouragement have seen me through every step of my life.

I am grateful to my caring siblings, my brothers RAOUF and ZAKARIA, who have always been there for me and have shown me unwavering support.

I'm also thankful for my little sister, NOURHANE, for her innocent prayers and support.

My heartfelt gratitude to my Aunt LEILA and Uncle HASSAN for their continuous prayers and love.

I am also immensely grateful to teacher AHMED JALIL IBRAHIM for his assistance, guidance, and ceaseless advice.

To my lovely partner Rima

To Ala Harrat.

ACKNOWLEDGMENTS

ABSTRACT

This study aims to investigate the relationship between the use of audiovisual-based media and intercultural knowledge among English as a Foreign Language learners (EFL). The research investigates learners' and teachers' views and perspectives with respect to the topic in question. To this end, this study employs a mixed-methods research design, combining qualitative interviews and quantitative questionnaires. To achieve the research objectives, a questionnaire was administered to 93 Master I students from the Department of English at 8 May 1945 University, Guelma. This tool contributes to collecting quantitative data on the learners' attitudes towards the use of audiovisual-based media in relation to intercultural knowledge. Additionally, interviews were conducted with 12 teachers from the same department to gather qualitative data regarding the relationship between audiovisual-based media in EFL classrooms and EFL learners' intercultural knowledge. The preliminary results confirm the hypothesis that the exposure to audiovisual-based media, mainly films, has a positive association with EFL learners' intercultural knowledge. This study provides insights into the potential impact of contextualization on the acquisition of intercultural knowledge, which involves helping students understand their own culture and familiarizing them with the Target Culture (TC).

Keywords: Audiovisual-based media, intercultural knowledge, EFL, Films, Target Culture.

LIST OF ABBREVIATIONS

CCU: Cross Cultural Understanding

EFL: English as a Foreign Language

FL: Foreign Language

IC: Intercultural Competence

ICC: Intercultural Communicative Competence

NC: Native Culture

TC: Target Culture

TL: Target Language

UIN: Universitas Islam Negeri

LIST OF TABLES

LIST OF FIGURES

CONTENTS

CHAPTER TWO: Intercultural Knowledge

GENERAL INTRODUCTION

Effective communication in today's interconnected world demands more than just linguistic proficiency. Understanding other cultures is crucial for successful cross-cultural interactions. This dissertation investigates the potential of films as a tool for EFL students to develop intercultural knowledge. The ability to comprehend and navigate cultural differences is vital for EFL learners, as they often interact with native speakers from diverse cultural backgrounds. However, the lack of exposure to these cultural differences can lead to misunderstandings and miscommunications. In the EFL context, cultural sensitivity is essential for effective communication. EFL learners need to be aware of cultural norms, values, and customs to avoid unintentional misunderstandings and to build strong relationships with native speakers. Films, with their unique combination of sound, visuals, and storytelling, offer an engaging way to learn about different cultures beyond just linguistic ability. By exposing students to social norms, values, and customs, films can foster cultural sensitivity and break down communication barriers. This dissertation examines the relationship between the use of films and the development of intercultural knowledge among EFL students. Specifically, it investigates the optimal film genres for EFL learners and the integration of films into the curriculum to maximize cultural learning. The research employs a mixed-methods approach, combining both quantitative and qualitative data collection tools, such as questionnaires and interviews, to examine the relationship between the use of films and the development of intercultural knowledge among EFL students.

1. Statement of the Problem

EFL learners face the challenge of not only acquiring the linguistic proficiency, but also developing an understanding of the cultural elements embedded within the language. In the contemporary educational world, the integration of audiovisual-based media has become prevalent as a pedagogical tool (Davis, 2016). However, the relationship between audiovisual-based media, mainly films, and EFL learners' Intercultural knowledge remains underexplored. This research aims to address this gap by investigating the association between audiovisual-based media, mainly films, and the intercultural knowledge of EFL learners. Understanding how these multimedia resources shape cultural awareness is essential for enhancing language education and fostering Intercultural Competence (IC) in a globalized world.

2. Aims of the Study and Research Questions

This research aims at investigating the relationship between audiovisual-based media specifically films, and EFL learners' intercultural knowledge. It also attempts to analyze how exposure to films may influence their understanding of different cultures and contribute to their language learning experience. In addition to that, it tries to examine EFL classrooms in regard to audiovisual content.

Therefore, the present study attempts to tackle the following questions:

- Is there any relationship between audiovisual-based media and EFL learners' Intercultural knowledge?

- How do EFL teachers and learners perceive the influence of films on EFL learners' intercultural knowledge?

3. Research Hypotheses

We hypothesize that:

H1: Exposure to audiovisual-based media, mainly films, has a positive association with EFL learners' intercultural knowledge.

H0: Exposure to audiovisual-based media, mainly films does not have any association with EFL learners' intercultural knowledge.

4. Research Methodology and Design

4.1. Research Method

This study uses a mixed-methods research design, combining qualitative interviews and quantitative questionnaires. A thorough analysis of the influence of audiovisual-based media, particularly films, on learning outcomes and instructional practices can be conducted owing to this method design. The study aims to offer a comprehensive understanding of the relationship between films and intercultural knowledge in the context of EFL by combining qualitative insights from teachers with quantitative data on changes in intercultural knowledge among learners.

4.2. Population of the Study

The population of the study consists of the whole population (04 groups) of Master I students at the Department of Letters and English Language, University of 8 May 1945 Guelma. The sample is chosen randomly, and it is composed of both genders. Master I students are selected as the sample due to their exposure to different cultures and their experience with audiovisual materials in various contexts, including potentially EFL instruction. However, further research is needed to determine if Master I students are a representative sample for the larger population of foreign language learners.

4.3. Data Gathering Tools

Data collection is based on the instrumentality of two main tools. A questionnaire, and an interview. The questionnaire is aimed at students and explores their thoughts on the use of audiovisual materials in EFL classrooms, along with whether these materials have helped improve their intercultural knowledge. In addition to an interview directed to teachers in order to evaluate their viewpoints and perceptions in regard to the topic under investigation.

5. Structure of the Dissertation

This research is divided into two main parts. The theoretical part consists of chapters one and two, while the practical part includes chapter three. The first two chapters focus on the two variables of the research. Chapter one explores audiovisual-based media in general and movies in particular in EFL classrooms. A history, definitions, and characteristics of audiovisual-based materials, including their limitations and types, are provided. Additionally, a deeper exploration of the history of films, their definition, genres, and their use as a pedagogical tool are conducted. The benefits and challenges of using films, along with the characteristics of English films and their advantages for learners, are discussed. Finally, the role of films in promoting intercultural knowledge is addressed. Chapter two defines and explores the history of culture, and examines the components of intercultural knowledge. Its elements and various theoretical stances are discussed, along with the qualities of intercultural knowledge in learning the variables that could influence it. Similarly, other topics pertaining to intercultural knowledge. The third chapter covers every angle of the population under investigation. Data collected from students and teachers using data collection tools are displayed. In addition, it analyzes the responses provided by the participants to gather information required to answer the research questions. There are also some pedagogical implications, suggestions, and limitations in this chapter.

Chapter One: Audiovisual-Based Media

Introduction

In the present digital age, it is hard to undervalue the influence of audiovisual-based media on our daily lives. It has become a fundamental component that shapes our experiences and perceptions in differently. Audiovisual-based media has become practical tools for learning languages and understanding different cultures. This chapter provides an overview of audiovisual media in general, along with information on its history, definitions, and various characteristics that demonstrate the positive aspects of these tools, limitations, and types of audiovisual media. Next, it details films, discussing their history, definition, and diverse genres, as well as how they might be used as a teaching tool. Additionally, this chapter discusses the advantages and drawbacks of using films as a pedagogical tool, then talks about the different characteristics of English films and their benefits for EFL learners. Finally, the chapter concludes with a discussion of how integrating films can affect EFL learners' intercultural knowledge.

1.1. History of Audiovisual-Based Media

The history of audiovisual media in teaching and learning dates back to the 16th century with the works of John Amos Comenius (1658), who developed one of the earliest systematic techniques of audiovisual teaching in his book *Orbis Sensualium Pictus* ("Visible World in Pictures") which was heavily illustrated with sketches, all of which were important in presenting the subject being taught. Other important educators who followed Comenius (1658) were John Locke (1693), Jean-Jacques Rousseau (1762), and J.H. Pestalozzi (1801), all of whom stressed the use of sensory elements as an extra assistance tool to teach (as cited in Britannica, 2018, para. 2).

Reiser (2001) examined the history of Audiovisual instruction media, centering on how the usage of these materials in education developed during the twentieth century, particularly after the 1920s. He argued that technological advancements increased interest in instructional

media, resulting in the audiovisual instruction movement. This movement was inspired by the notion that instructional films and other visual aids could make learning more engaging and enjoyable. Furthermore, in 1923, the Association for Educational Communications and Technology was established, and by the early 1930s, people believed that radio could revolutionize education. However, the impact of radio on instructional practices was not as significant as audiovisual enthusiasts predicted (pp. 53-55).

During World War II, instructional designers developed instructional films to train military personnel for combat and aid US citizens entering the business and industry field. These films were successful because they could teach individuals rapidly while maintaining efficacy. After the war, there was a revival of interest in instructional films for classroom use in schools. Research was conducted to compare the effectiveness of various instructional mediums such as radio, film, and teacher-led instruction. Instructional television was also developed during this time, but it was discontinued by the mid-1960s due to concerns about its quality and cost. The 1950s also saw the use of computers for computer-assisted instruction, which led to the development of new instructional technologies such as the Internet, distance education, and various online tools in the 1980s (Reiser, 2001, pp. 56-59).

In 1967, Eric Ashby used the phrase "visual education" to describe four educational revolutions. The first revolution occurred when cultures began separating adult duties, and the responsibility for educating children was moved, in part, from parents to teachers, and from home to school. The second revolution entailed the utilization of written language as a tool for instruction. The third revolution started with the invention of printing and the broad availability of books. According to Ashby, the fourth and final revolution is the evolution of electronics, specifically radio, television, tape recorder, and computer. Many behavioral scientists have joined this revolution and underlined the relevance of natural learning processes that may be

employed in the teaching process by using varied and vast resources (as cited in Sampath, Pannerselvan, & Santhanam, 2007, p. 30).

Today, audiovisual media is a crucial component in teaching and learning, with diverse instructional methods utilized to improve understanding, retention, and transfer. These media include whiteboards, handouts, transparencies, drawings, flip charts, still and motion images, slide shows, movies, audiotapes, records, television, projectors, computer graphics, multimedia, physical things, and 3D models (Podolskiy, 2012).

1.2. Audiovisual-Based Media in the Teaching and Learning Process

Several scholars and writers have defined the term "audiovisual media". Lucido and Borabo (1997) emphasized that audiovisual media, technology, and aids are terms that emphasize the use of hearing and seeing senses, either individually or in combination. The term "media" highlights the use of communication tools, while "aids" focuses on educational tools that assist in carrying out instructions. "Technology" stresses using various learning tools in designing, implementing, and assessing instructional activities (p. 15).

Yoshitomi, Umino, and Negishi (2006) defined "audiovisual media" as a broad range of communication methods that engage both the auditory and visual senses through technological advancements (p. 227). Correspondingly, Fassbender (2009) defined audiovisual media as communication devices that transmit information utilizing both auditory and visual features (p. 6).

Based on the definitions provided by previous researchers, we may conclude that audiovisual media refers to communication strategies that use both the auditory and visual senses while transmitting information via technical advancements. It emphasizes the multimodal aspect of learning, which employs the aural and visual senses, either separately or in combination, to improve comprehension and engagement.

1.3. Characteristics of Audio-Visual Tools in Teaching and Learning

According to Sharma (2012), for an audiovisual aid to be useful in the teaching and learning process, it must include several key criteria. These key characteristics are critical to ensure the aid's effectiveness in enhancing the educational experience (pp. 298-299). According to Sharma (2012):

An audiovisual aid can be only considered good if it is Meaningful and purposeful for the particular teacher learning process very attractive and expensive teaching aids may not have any value until end unless they are meaningful and purposeful for the teacher -taught activity. For example, a tiny tot can be taught the preliminary things with real-life specimens easily rather than with expensive computerized teaching tools. (p. 298)

In other words, they are not simply attractive or expensive, but rather, they have a significant and intentional function in facilitating teacher-student activities. An audiovisual aid must motivate learners and allow them to acquire content quickly and easily to be genuinely effective. This motivating factor is important since it may make learning more interesting and enjoyable for students. Sharma (2012) also emphasized that effective audiovisual materials must be accurate in all aspects, following specific guidelines and principles during preparation and implementation, as well as simple and cost-effective, with an appropriate size for handling and transportation (p. 298).

Sharma (2012) added that these multimedia must be regularly updated to keep pace with advancements in science and technology. Educators are responsible for ensuring that audiovisual aids align with current technological standards and incorporate new practice principles. Furthermore, it is important to customize audiovisual tools to the type of educational materials being taught, as not all content can be effectively delivered using the same tool. Educators must then carefully select which tool is most appropriate for a given teaching topic to improve and facilitate the teaching and learning process (p. 299). According to the scholar,

when selecting a teaching tool for a specific group of students, their intellectual capacity should be taken into consideration. This will ensure that the teaching-learning process is successful and the desired objectives are achieved. Finally, effective instructional resources provide learners with various learning experiences, which helps them acquire knowledge more quickly and immediately (Sharma, 2012, p. 299).

To summarize, the previously mentioned features make audiovisual media technologies incredibly valuable for both students and teachers. These benefits contribute to the efficacy of the teaching and learning process. Young (2023) combined three key benefits of the audiovisual technologies. Firstly, selecting audiovisual tools and products that are appropriate for the content being taught allows for the attainment of lesson objectives. Secondly, when audiovisual products and tools pique learners' attention and raise their motivation, the teaching and learning process becomes more efficient than traditional lecture-based approaches. Thirdly, the portability and connectivity of multimedia tools, such as mobile devices and laptop computers, make them popular with students and teachers, allowing for a faster and more effective teaching and learning experience. Finally, audiovisual tools and products provide a wide selection of information that helps learners increase their cognitive capacities and intellectual levels by offering various and appropriate learning experiences (Surya, 2023).

1.3.1. Limitations of Audiovisual media

While audiovisual media is universally recognized as a strong instrument in communication, education, and entertainment, it does have several limits that might reduce its efficacy and overall influence. Thomas and Kobayashi (1987) discussed the problems of employing audiovisual media as follows:

Teachers' resistance to altering their traditional styles of instruction serves as a strong barrier to their integrating audio and video technologies into their teaching. Such resistance can result from a combination of factors, including teachers' inertia,

satisfaction with present methods of teaching, dislike for outside interference in planning instruction, unwillingness to yield center-stage to mechanical devices, a misperception of the complexity of the technology, and fear of making embarrassing errors when attempting an unfamiliar instructional technique. (p. 117)

In other words, using audiovisual resources in the classroom may cause discomfort to some instructors, perhaps leading to errors. Factors such as facilities, equipment, and capabilities can all vary, but the primary goal focus should be on aligning with educational objectives and student motivations.

1.4. Types of Audiovisual media

Kapur (2021) defined audiovisual aids as material that may be visually and audibly comprehended. They convert abstract notions and concepts into more concrete and credible forms. Mixing aural and visual aspects, allows training to progress from verbal representation to a more tangible and interactive level. These resources require unique playback technology for accessibility since they cannot be accessed directly without the necessary equipment. According to Kapur (2021), audiovisual media is categorized as follows:

- **Projected audiovisual materials:** encompass a range of media, including PowerPoint presentations, slides, filmstrips, films, and transparencies. These aids are projected onto a screen or even a whitewashed wall to create an enlarged image for viewers. This method allows for effective use in both large and small group settings. The utilization of large, vibrant, and visually fascinating images enhances their impact compared to Non-projected alternatives.

- **Non-projected audiovisual materials:** encompass traditional media practices such as puppetry, folk performances, theater, songs, and drama. These materials are cost-effective and can produce positive outcomes. They offer immersive experiences that encourage active engagement from learners. By generating interest and

involvement, they contribute to improved learning outcomes and longer retention of information. (p. 9)

1.4.1. Television

Television, being a medium that combines visual and aural components, has a tremendous effect on broadcast media. Unlike radio, which only engages the sense of hearing, television draws viewers in with its magical qualities, visual impact, and broad appeal, as stated by Michael J. Apter, "Television is the most powerful medium of mass communication which has ever existed and it has revolutionized our lives in many ways" (as cited in Kapur, 2021, p. 10). Furthermore, television has been widely used as a tool for teaching and instruction. Numerous television shows are dedicated to discussing, informing, and imparting educational information; these programs are usually referred to as educational television broadcasts (Surya, 2023).

1.4.2. PowerPoint / Slide Presentations

PowerPoint is a practical application for creating slide-based presentations, which are becoming increasingly popular as teaching tools. The scholar Kapur (2021) presented perspectives on PowerPoint presentations:

They have become an integral part of many teaching learning situations. When the PowerPoint presentation includes audio-commentary it is possible for the teacher/facilitator to deliver the entire lecture electronically. Besides this PowerPoint/ Slide Presentations have an immense use when information has to be shared and skills developed. PowerPoint presentations help in focusing student's attention & the visual impact of the slides enrich curriculum and also increase interactivity. (p. 10)

1.4.3. Dramatization

Dramatization refers to the act of reenacting actual events in a melodramatic manner. It is a powerful method of teaching and learning that adds liveliness and interest to the learning

environment, as Kapur (2021) mentioned: "During drama productions students/learners actively participate both as 'on stage' or 'backstage participant' or spectator watching the dramatized production. Either way learning is first hand, participatory or permanent" (p. 11). There are several sorts of dramatization available to meet different educational requirements and purposes:

−   **Role-play** involves taking on different roles and developing a deep understanding of life, situations and characters played in the process. These are done in the classroom setting itself.

−   **Playlets** are short scripted plays of 10 to 15 minutes performed on the stage with full costumes.

−   **Pantomime** involves use of exaggerated mime, gestures to the accompaniment of music.

−   **Opera** is a musical theatre production incorporating the actors' singing and acting skills.

−   **Creative drama** includes stage shows and theatre productions undertaken frequently in schools and colleges to provide a platform to students for exhibiting their acting skills and talent.

−   **Tableaux** require the actors/players only to pose different actions and neither to talk or act. (Kapur, 2021, p. 11)

1.4.4. Puppets

A puppet is a doll dressed like a particular figure and controlled by a human using their hands, strings, or branches. Puppets are utilized for educational and amusement purposes, and they can hold the attention of both children and adults, making them excellent for raising awareness about various causes and communicating important messages. By integrating

storytelling, music, and dancing, puppets may put on intriguing presentations that make a lasting impression on the audience (Kapur, 2021, p. 12).

1.4.5. Films

Films, often known as moving pictures, are created by projecting individual frames via a mechanical lens, creating the illusion of motion on the screen. They serve a variety of objectives, including education, entertainment, documentation, and even the capacity to express complicated concepts, ideas, information, and procedures (Surya, 2023). Additionally, films facilitate the acquisition of new languages and assist students who are motivated to learn independently. Films promote the development of creativity and critical thinking skills, they have the potential to lead learners on a voyage of discovery of their selves and others, help map out unknown territory, and reveal people, cultures, civilizations, and traditions of the past (Kapur, 2021, p. 12).

To sum up, Kapur's (2021) classification of audiovisual material is divided into two major categories: projected and non-projected parts. PowerPoint presentations, slideshows, films, and transparencies are examples of projected media that work well on screens or walls. Traditional techniques to non-projected media include puppetry, theater, and drama, all of which encourage active student participation. Television, being a broadcast medium, impacts both visual and aural components, impacting cultural attitudes and actions. PowerPoint presentations generated by the program allow educators to communicate digital courses and develop abilities. Dramatic representations and puppetry/films promote creativity and critical thinking while engaging audiences. Audiovisual technologies offer enormous flexibility and efficacy in education, enabling a comprehensive curriculum and learner participation (pp. 9-12).

1.2.1. Films History

Liskey (n.d.) explored the use of film and video as a teaching tool in education, as well as the technology that makes it possible. Initially, instructional films were either adaptations of feature films or depended on a library of educational films for material. This media supported the Progressive Era's reform discourse. Civic leaders might exert influence over the medium by proving its educational worth.

Teachers were studying the impact of multiple sensory inputs on learning almost a century before Mayer's Cognitive Theory of Multimedia Learning, prompted by the use of sound in movies. US Government organizations used instructional videos to accomplish a variety of objectives, such as staff training, public education, internal communication, and publicity. Propaganda and training films produced by the US military during World Wars I and II contributed to the growth of instructional filmmaking. Film and other forms of instructional technology were incorporated into education as these wartime innovations became more widely available (Liskey, n.d.).

With the invention of videotape in the middle of the 20th century, costly equipment and advanced video production skills were no longer required. Professors began creating videos in the 1970s to aid students with their in-class learning. Constructivism, social learning theory, and engagement theory were among the educational theories that supported a learner-centered curriculum simultaneously and emphasized the importance of movies in the classroom. Everyday Americans could now see video production in their homes and classrooms thanks to digital video and online distribution, and student-produced videos became a type of digital scholarship. The history of educational film is, in many respects, a history of educational technology in America, as Saettler (1968) pointed out almost fifty years ago (as cited in Liskey, n.d.).

1.2.2. Definition of Film

Sharjeel and Dadabhoy (2012) described that film serves as a visual medium that conveys visual representation and captures the profound influence of reality (p. 44). That is to say, a film can be described as a visual medium that uses a sequence of images accompanied by audio to stimulate the experience of real-life actions and events.

1.2.3. Films genres

The term "genre" comes from the French language, and it is derived from the Latin word for "goodness" or "class." It is widely used in rhetorical, literary, and media theory. Film genres are distinct forms or categories of films that exhibit repeating patterns, syntax, film methods, or norms that are common and easily recognizable (Dirks, 2016). Every film follows its own "story convention," which includes its specific narrative structure and stylistic characteristics. According to McKee (1997), there are presently more than 12 major film genres, each with its own set of conventions. However, as previously stated, these norms can sometimes be relatively simple and flexible, leading to genre blending and the formation of subgenres (pp. 80-86).

1.2.3.1. Adventure/Action and Crime Action

Adventure films are known for their high-energy scenes, enormous physical feats, and dramatic chases. These films usually have action-packed narratives, captivating rhythms, and heroic protagonists fighting villains. They routinely take audiences to new and exotic locations, telling amazing stories and providing one-of-a-kind experiences. Action and adventure movie genres can occasionally share characteristics; some prominent examples include "the Rambo series", "The Matrix", "Pirates of the Caribbean," and "The Hunger Games." Crime films, on the other hand, focus on the illegal actions of criminals, particularly bank robbers and other underworld characters who evade the law. The most well-known works in this genre are "Casino," "Goodfellas," and "Raging Bull," directed by Martin Scorsese (McKee, 1997, p. 87).

1.2.3.2. Comedies, Musicals, and Dramatic

Comedies are lighthearted films that are intended to entertain and make viewers laugh by employing comic techniques such as smart language, humorous situations, and comedic timing (McKee, 1997, p.88). This genre includes films like "The Anchorman" and "The Wedding Crashers," as well as television comedies like "The Big Bang Theory" series. Musical films, on the other hand, place a strong importance on musical soundtracks and song-and-dance routines, or revolve around a central theme of music, dance, and song choreography. Dramas, conversely, are serious storylines that typically contain the development and interaction of complex characters and are driven by a well-planned plot as well as a realistic representation of characters, locales, and real-life circumstances. Dramatic films are best represented by films such as "The Curious Case of Benjamin Button" and "Lee Daniels: The Butler." (McKee, 1997, p. 88).

1.2.3.3. Epic/War Movies and Westerns Epic

Historical or fictional movies are filled with special settings, stunning costumes, and a dramatic scale. They feature excellent production qualities and an epic music. Some excellent examples are "Gladiator," "Troy," and "Robin Hood." McKee (1997, p. 88) discussed war pictures, which center on genuine wars between governments or groups of people. The Western genre is an important aspect of American film, with iconic characteristics such as cowboys, Indians, and dusty towns.

1.2.3.4. Horror and Sci-Fi Films

Dirks (2016) characterized horror films as attempts to terrify and explore our innermost fears, typically culminating in a frightening and unexpected ending. They provide a genuine experience that captivates and entertains us. Alfred Hitchcock's films are excellent examples of this genre. On the other hand, science fiction films have a quasi-scientific tone, with creative and inventive plots featuring heroes, aliens, distant planets, and gigantic enemies. These films

usually include future technology, unknown and unthinkable powers, and terrifying animals. Examples including; "Gravity," "Star Wars," and "Star Trek."

1.2.3.5. Educational Films

Educational films are primarily intended to provide education; these films are chosen to help people learn or teach foreign or second languages. Both students and teachers highly regarded due to their major influence on instructional techniques. The teaching approach also changes, with the instructor taking on a facilitator role, directing and supervising the learning experience. These videos intrigue students because they provide a constructivist learning environment that encourages problem-solving via self-exploration, collaboration, and active engagement (Michel, Roebers, & Schneider, 2007).

1.2.4. Films as a Pedagogical Tool

Films possess special features that make them powerful teaching tools. They can communicate aspects of reality that are limited to the film medium, such as camera movements, angles, and cuts creating images not found in reality. Additionally, visual effects combined with sound and music enhance the artistic impact on the audience (Davis, 2016). Similarly, EFL teachers have access to many educational tools for their courses, however not all are efficient. According to Ruusunen (2011), some teachers consider employing films in EFL instruction unnecessary or time-consuming, while others see it as simply enjoyment rather than a beneficial pedagogical tool. However, incorporating movies into the classroom may provide authenticity, diversity, actuality, and flexibility to EFL training.

Some research studies have shown that incorporating movies into the curriculum can positively impact the growth of English language skills (Blasco, P., Moreto, Blasco, M., Levites, & Janaudis, 2015). Fjällström (2010) acknowledged that: "there are some specific features of film that make it a very powerful tool in teaching" (p. 13). He also highlighted that Sweden's National Agency for Education released a "Film for Joy and Learning" paper in 2001.

The document explains the importance of incorporating films in classrooms and also provides teachers with a framework for using films in their lessons. Recently, the agency made it necessary for instructors to include movies in their curriculum, rather than merely a recommendation. The National Agency for Education (2001) states that:

> Watching a movie together can provide an excellent starting-point for conversation and reflection about important issues in life. It is often easy to see and understand human behavior and dilemmas in the fiction film format. Documentary film can put people, places, events, in new perspectives. Films can bring past to life, mirror to present-day and help us to identify with people in different countries, with different cultural backgrounds and living under in different conditions. Experiencing a movie together provides a way to spark pupil curiosity and inspire continued knowledge seeking. (as cited in Fjällström 2010, p. 13)

Integrating films in the educational setting can be an effective means of introducing EFL students to the language they are aiming to learn. The presence of native speakers will allow students to learn the natural, accurate, and authentic form of the English language. Sinclair (1997) argued that "teachers should present real examples only… language cannot be invented; it can be only captured" (as cited in Hall, 2017). Furthermore, he has stated that the language taught in classrooms is not identical to the actual spoken English language. The real language has many features not covered in grammar lessons or English textbooks. In essence, the more we provide our students with exposure to native speakers in their authentic environments, such as through watching movies, the more we can approach attaining mastery of the intended language (Hall, 2017).

Rebhorn (1987), an instructor of history, utilized Hollywood feature films as a pedagogical tool to enhance student engagement and writing skills in her classes. She addressed students' perception of history as dull and irrelevant by including films like "Inherit the Wind"

and "All the President's Men" to bring historical events to life. Students watch the films, read accompanying essays for historical context, and choose assignment topics, fostering interest and creativity. This approach surpasses disciplines, allowing exploration of various subjects like costume accuracy or acting techniques. The project's success at Austin Community College highlights its effectiveness in improving critical viewing and writing skills while dismissing misconceptions, and stereotypes about history's boredom. Rebhorn's (1987) study demonstrated that films provide a dynamic and engaging learning experience that caters to various learning styles and preferences, making the learning process more meaningful and lasting for students.

1.2.4.1. Benefits of using Films

Filmmakers and video resources have become more popular in modern education because of their ability to engage students and foster various learning experiences. A review of data acquired via an online poll among professors at several Canadian colleges suggests that film and video usage offer both multiple benefits and distinct obstacles, as following (Marquis, Wojcik, Lin, & McKinnon, 2020).

Marquis et al. (2020) concluded in their survey that the benefits of employing film and video as teaching aids are numerous and important. These audiovisual media have been found to improve student engagement, motivation, and understanding by offering a dynamic and interactive learning experience that may accommodate a variety of learning styles. Instructors from numerous disciplines have lauded film and video's capacity to bring historical events to life, spark discussion and debate, improve communication skills, and provide a more engaging and immersive teaching atmosphere than traditional techniques. Furthermore, the poll found that film can be especially useful for kids with autism by increasing their participation and interest in learning. Despite some misgivings voiced by a small number of instructors, the overwhelming positive opinions regarding the pedagogical usefulness of film and video

highlight their efficacy in improving teaching and learning outcomes in postsecondary environments (Marquis et al., 2020).

1.2.4.2. Challenges of Using Films

The instructors Marquis et al. (2020) described the key problems associated with introducing films into education, including the difficulty of selecting appropriate content and coping with the technological complications involved in displaying movies or videos in class. Copyright problems were also a major factor for instructors. Other obstacles such as student resistance to using film/video in instructional contexts and personal inexperience with film analysis, were mostly overlooked. Interestingly, despite these obstacles, instructors from other fields reported having comparable issues incorporating film and video into their curricula. However, humanities and social sciences instructors tended to face a broader range of obstacles than their colleagues in business, engineering, health sciences, and science.

Marquis et al. (2020) stated: "In spite of the overwhelmingly positive perception of film and video reported by instructors in our study, participants nevertheless noted concerns about students and faculty not taking such texts seriously, or criticizing their use as lazy and unprofessional". As a result, some qualitative comments from participants suggested that there may be larger perceptual concerns influencing the use of film in the classroom. These included the view of film use as an excuse or a method to avoid teaching, as well as opposition from colleagues owing to misguided beliefs about the importance of film in education.

Despite these limitations, the general trend indicates that instructors considered using film and video into their instruction to be reasonably simple when contrasted to the potential advantages.

1.2.5. Characteristics of English Films

Films have special characteristics that set them apart from other tools. They can be described as follows:

1.2.5.1. Audiovisual

Films are an excellent resource for students since they offer a multimedia experience. They permit students to see and hear everything, making them feel as if they are present. Chang (2012) explained that movies combine visual and auditory media. This is highly important for students as it helps them understand what the characters are doing and saying. It is handy for students who have hearing difficulties, as they can understand pronunciation using visual indications like lip movements. Furthermore, incorporating English-language films into the educational process might be an incentive motivating for students to learn English.

1.2.5.2. Availability

According to Goctu (2017), films employ pedagogical functions by serving as a source of motivation for language learners. They are easily available and popular as a source of amusement while teaching English as a foreign language. Furthermore, due to the global availability of internet services such as Netflix, Movie Flitter, YouTube, and Video, films can be easily accessible and downloadable, making them valuable resources for students.

1.2.5.3. Accessibility

In contemporary times, the younger generation displays a strong reliance on media. This implies that various forms of video content can be easily accessed through the Internet using mobile devices or smartphones. Consequently, educators possess a diverse arrangement of materials to choose from, depending on their students' age and language proficiency (Goctu, 2017). Given the widespread ownership of smartphones and laptops, individuals have the means to watch films anytime and anywhere. As a result, movies serve as a useful tool for English learners to enhance their linguistic abilities.

1.2.5.4. Versatility

Films are widely recognized as a highly influential and impactful educational tool due to their noticeable versatility. They serve multiple purposes, including their ability to inspire

teachers and students through their profound effects. Films can enhance vocabulary, improve pronunciation, and foster comprehension skills for educational objectives. Thammineni (2016) suggested that films play a significant role in improving language proficiency among students. Additionally, he emphasizes the importance of audiovisual resources as a reliable source of real language input, successfully stimulating and enhancing foreign or second language acquisition.

In terms of entertainment, this audiovisual resource can create a favorable environment beyond learning and teaching. Thammineni (2016) highlights that films can serve as language inputs that generate joyful learning opportunities within language classrooms. Consequently, students become more motivated to engage in language learning as this source enables them to have fun and prevents boredom. Ismaili (2013; as cited in Goctu, 2017) further highlights that movies provide language learners with delightful amusement while offering linguistic diversity.

1.2.6. Benefits of English-language Films for EFL learners

Technological advancements over the years have revolutionized various sectors including economics, agriculture, business, and education. In the sphere of education, the incorporation of audiovisual media has tremendously facilitated the teaching process. In summary, videos serve as effective educational tools, that provide contextual assistance and engaging experiences for both students and teachers. Given that today's students are digital learners, and English-language films are a powerful educational resource. Tognozzi (2010) explored how films may grab students' attention towards the target language, similarly, Ruusunen (2011) suggested that films have been shown to increase students' enthusiasm to learn a language (as cited in Kabooha, 2016). Consequently, movies spent a significant influence on learners by promoting awareness, concentration, and enthusiasm for English

language learning. Harmer (2001) emphasized that video provides a supplementary educational dimension due to its various advantages, which can be attributed to four key factors (p. 282).

1. **Seeing Language in use**

Video technology can significantly benefit language acquisition by providing students with both aural and visual inputs. This combination improves understanding by allowing students to not only hear but also see the language in use. Visual indications such as emotions, gestures, and intonation help us comprehend the meaning of the language and its emotional undertones. The use of facial expressions and tone aids in the comprehension of messages delivered through video, enriching the learning experience.

2. **Intercultural Awareness**

Videos help students improve intercultural awareness by exposing them to real-life events outside the classroom. Additionally, videos allow students to study and get insights into diverse civilizations' culinary traditions and dress preferences.

3. **The Power of Creation**

Videos offer an immersive learning experience that leaves a lasting impression on students. They encourage learners to be creative and support meaningful communication in language acquisition. By engaging with videos, students are empowered to explore new possibilities and express themselves in English.

4. **Motivation**

The integration of videos into language learning offers a stimulus source of motivation for students. When students have the opportunity to watch and participate with a language in action, they respond with great curiosity and excitement, particularly when accompanied with enjoyable tasks. Furthermore, films serve as a connection between the classroom and the actual world, increasing an awareness and appreciation of indigenous cultures. By engaging

themselves in movies, students may extend their vocabulary and improve their listening abilities, which will help them on their language learning journey.

1.2.7. Films and Intercultural Knowledge

Istanto (2009) emphasized teachers' critical role in selecting films for classroom discussion. Educators can expose pupils to a wide range of cultural viewpoints by introducing films into their lectures, such as geography, sociolinguistics, socioeconomics, socio-politics, and educational challenges related to the target group. He confirmed that films may reveal insights into nonverbal behaviors such as facial expressions, gestures, and subtle shifts in communication that are difficult to describe directly. They promote emotional connection, intercultural awareness, improved retention, and encourage pupils to learn the target language and culture. To improve learning outcomes, he suggested that students participate in interactive assignments, open-ended exercises, and out-of-class projects such as interviews and research (pp. 278-290).

The study stresses the value of employing cinematic films in language classrooms to improve cultural perception and boost peace in a globalized society where communication across cultures is essential. Video materials, particularly movies, are viewed as powerful tools for confronting cultural stereotypes, increasing intercultural knowledge, and establishing universal values and human rights. This approach is consistent with UNESCO's goals of promoting cultural diversity through innovative strategies, emphasizing the importance of cultural awareness in achieving successful communication and harmonious coexistence among people from various cultural backgrounds (Yalcin, 2013, pp. 260-271).

Introducing film into language teaching helps students to connect with the target culture on a more intimate level by witnessing characters and settings based on true events. By analyzing movie texts intellectually and effectively, learners may make meaningful connections with cultural values and conventions. Furthermore, combining theater skills with

film study might improve students' comprehension of cultural values and behaviors. While several institutions in Vietnam conduct film screenings to help students improve their language and cultural skills, it is critical to guarantee that the emphasis is not only on entertainment but also on language and intercultural studies. Students may simultaneously increase their comprehension of both language and culture by investigating micro elements of language use in film sequences and comparing them to macro social activities (Truong & Tran, 2013, pp. 207-225).

Nur's (2016) study on students' views toward utilizing films to teach Cross Cultural Understanding (CCU) at Universitas Islam Negeri (UIN) Alauddin Makassar revealed that students were enthusiastic about including films in their lectures. The findings revealed that students considered films to be engaging, a new way of teaching, aiding in content comprehension, and broadening their awareness of different cultures. Students also stated that films increased their cultural knowledge by offering information, allowing for cultural comparisons, and reducing cultural shock. Overall, the study indicated that students saw films as excellent instruments for increasing cultural knowledge and understanding in educational contexts (pp. 371-373).

These studies emphasize the need of including films in language teaching to improve cultural comprehension, intercultural knowledge, and language ability. Films expose students to a variety of views, improve nonverbal communication understanding, increase emotional involvement, and drive language acquisition. Furthermore, positive student views regarding employing films in class demonstrate its efficacy in enhancing language skills and raising cultural understanding. According to prior research, including films into curricula not only improves language and intercultural understanding, but also universal values and human rights, underlining the necessity of cultural awareness in effective communication across cultures.

Conclusion

In conclusion, the incorporation of audiovisual media, particularly films, into language teaching appears as a strong and necessary instrument for improving language acquisition and intercultural awareness in the digital era. This chapter demonstrates the enormous influence of audiovisual media on language learning and cultural awareness by delving into the historical backdrop, definitions, characteristics, advantages, and limits of these tools, as well as a comprehensive assessment of films as educational resources. The diverse genres and criteria of English films offer EFL learners' valuable insights and opportunities for linguistic and cultural exploration. The use of films in language teaching not only enriches educational experiences but also improves a deeper appreciation for diverse cultures, ultimately contributing to the development of culturally sensitive individuals in our intertwined world.

CHAPTER TWO: INTERCULTURAL KNOWLEDGE

Introduction

In the realm of Foreign Language (FL) education, the integration of TC stands as a cornerstone for fostering effective linguistic proficiency and cultural competence among learners. In literature it is commonly accepted that language and culture are inextricably linked (Brown, 2000; Damen, 1987; Fantini, 1997; etc.). This acknowledgement highlights how important it is for FL teachers to help students connect with and comprehend the cultural context in which the language functions in addition to teaching language skills. The global environment of the twenty-first century is dynamic and marked by a rise in intercultural interactions and contacts. A FL learner has to be aware of the essential characteristics, specifies, and components of the TC in order to communicate effectively across cultural boundaries. Therefore, increasing FL learners' intercultural awareness is crucial to FL education. This chapter explores culture, teaching approaches, and its importance in foreign language studies, emphasizing the need for students to develop intercultural knowledge and its importance to audiovisual media.

2. Culture

2.1. Definition of Culture

Since the term "culture" has traditionally been used to refer to a wide range of concepts, situations, and disciplines, it has several meanings (O'Sullivan et al., 1994). Furthermore, the term "culture" can mean different things in different discourses (p. 68). This indicates that a single, universal definition of culture inappropriate for all circumstances, domains, or fields. In the same vein, according to Moran (2001): "culture is multifaceted and complex, and there is no consensus on what it is" (p. 13). This explains why, depending on the field of study, writers often define the term "culture" variously. In this regard, Taylor (1874) argued that culture is a complex system of ideas, knowledge, morals, laws, art, and other skills and behaviors humans develop as individuals within a community.

Similarly, the Merriam-Webster Dictionary (2024) described culture as the collective attitudes, values, goals, and customs that define a group or institution. According to Williams (2010), culture is a way of life in its entirety or a framework for emotions. Hence, culture is the core of society and the way of life of a group of people. Without culture, there could be no civilization at all.

According to Verma (1991), culture is a system of norms and expressions that govern people's expectations, values, institutionalization, and leisure practices overall. This suggests that culture is the set of rules that its members follow both consciously and unconsciously in order to act appropriately in a variety of cross-cultural contexts. Additionally, Goodenough (1957) stated that:

A society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and so in any role that they accept for anyone of themselves. Culture, being what people have to learn as distinct from their biological heritage, must consist of the end product of meaning: knowledge, in a most general, if relative, sense of the term. By this definition, we should note that culture is not a material phenomenon; it does not consist of things, people, behaviors, or emotions. It is rather an organization of these things. It is the forms of things that people have in mind, their models of perceiving, relating, and otherwise interpreting them. (p. 36)

It also suggests that those who belong to the same culture should know a few fundamental truths about it in addition to its numerous aspects. Put differently, people who identify as belonging to a social group acquire common viewpoints and understanding of the world through their exchanges with other group members.

As pointed out by Kramsch (1998), there is a significant and established distinction between "High Culture" and "Low Culture" in the literature that is worth mentioning. She

believes that high culture is concerned with how a social group uses its material objects to represent both itself and other people. creations, literary works, social structures, or objects from daily life, as well as the systems that have allowed for their historical replication. On the other hand, low culture derives from the social sciences, i.e., common attitudes, beliefs, behaviors, and ways of thinking among the people in that community. Accordingly, a collection of cultural artifacts that are highly valued by society are referred to as high culture. For example, high culture used to exist solely for the aristocratic or elite to enjoy. But low culture describes the artistic creations. that are more correlated with the general public. It is referred to as popular culture and is the result of frequent interactions between people in the same social circle.

In actuality, Scholars have generally agreed that there is a tight relationship between language and culture. (Kramsch, 1993; Lange, 2003). Language reflects relationships within cultures and helps with classification, according to Damen (1987). Furthermore, Lange (1998) established the link between language and culture, stating that language is a tool for negotiating, comprehending, and transmitting cultural meaning in addition to being a part of it. These assertions imply that a person's language use and culture are inextricably linked. As a result, academics in the discipline are becoming more and more interested in the cultural component of teaching foreign languages. and emphasizing how crucial it is that culture be incorporated into FL instruction.

2.2. Elements of Culture

There are many varied aspects of culture that are consistently present everywhere but have distinct contents. (Samovar, Porter, & Stefani, 2000) asserted that: it is also defined as "the deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people through individual and group striving over generations." (p. 36). Culture,

according to some academics, is made up of all the things that people in a society share. (Robinson, 1985).

Beliefs are convictions about the truth of things, and beliefs make up culture. These convictions may serve as a set of guidelines for decisions made in the name of values. A person's values define what is good and wrong. "The domain of values can be divided into (1) ultimate, non-debatable, taken-for-granted values, for which the term "assumptions" is more appropriate; and (2) debatable, overt, espoused values, for which the term "values" is more applicable" (Spencer-Oatey, 2012, p.3). Additionally, if they are not proven, they may also be considered assumptions. Knowledge—which includes facts, abilities, and an awareness of one's own culture—is another component of culture that is just as noteworthy. Behavior is yet another component; a group of behaviors is referred to as a pattern. These patterns become norms if they are accepted by society. A behavior turns into a superstition if it is acquired through repetition over time and coincidentally aligns with an action that brings rewards. When an action is commonplace in the wild, it turns into a custom. A group of people's shared basic assumptions, values, orientations in life, beliefs, policies, procedures, and behavioral conventions are collectively referred to as culture. These shared cultural elements impact each individual's behavior and how they interpret the "meaning" of the behavior of others, but they do not determine it (Spencer-Oatey, 2012, p.3). Furthermore, we have customs, which are characterized as routine ways of going about daily lives. Moreover, symbols, which are described as anything having a specific meaning connected to a culture. Another component that conveys the idea that everything in a culture is ideal is mythology. A significant portion of culture is devoted to taboos, or things that are considered improper in a given society, and stereotypes, which are beliefs held by an individual or group based on assumptions that are typically untrue and overly generalized to the entire population.

In order to understand cultural differences between cultures, it is crucial to remember that each culture has its own cultural elements. For example, Americans place a high value on individualism and independence; they are expected to live independently of their parents by age eighteen, whereas Algerians prefer to live in groups and view independence as relative.

2.3. Some Common Approaches to Teach Culture

Development of cultural education is significantly impacted by the diverse definitions of culture held by FL educators. Divergent perspectives and methods for teaching culture emerged from disparate cultural beliefs (Lange, 2003; Damen, 1987). This implies that a range of methods, including topic-based approach, skill-centered approach, multicultural approach, transcultural approach, intercultural approach, and monocultural approach, have been employed throughout the history of teaching cultures.

2.3.1. Topic-based Approach

Kean and Kwe (2014) claimed: "Traditionally, the emphasis in teaching culture in the language classroom has been on the acquisition of cultural knowledge and, more recently, on developing cultural awareness"(p. 190). Thus, the goal of the topic-based approach to teaching culture is to give FL learners more in-depth instruction in critical areas of learning foreign cultures while also enhancing their comprehension of the target culture's several dimensions (Seelye, 1993). Teaching culture using the topic-based approach therefore entails including a few general topics regarding the various components that make up the target culture. Within this framework, Verner (2022) recognized that the topic-based approach addresses the incorporation of culturally specific subjects like cuisine, traditions, attire, music, sports, holidays, religion, history, family, and so forth.

2.3.2. Skill-centered Approach

Seelye (1993) asserts that the skill-centered approach is more behavior-oriented. and concentrates on building the abilities required to comprehend how various cultural elements

impact one's ability to communicate across cultures. Stated differently, teaching culture through a skill-centered approach intends to enhance FL learners' ability to understand and adjust to various cultural contexts along with viewpoints through intercultural competency. This means knowing what to say to whom and under what circumstances, as well as comprehending the ideas and values that are reflected in the target language's many forms and usages. (Kean & Kwe, 2014). Consequently, the skill-centered approach can assist FL learners in avoiding cross-cultural misunderstandings and in having appropriate and productive conversations with individuals from diverse cultural backgrounds.

2.3.3. Multicultural Approach

Risager (1998) asserts that a multicultural approach to teaching culture emphasizes the concept that cultures are not monolithic and that all parties involved should have a fair and anti-racist understanding of cultures. Stated differently, the multicultural approach aims to enable FL learners so that They could operate in a global community. It is predicated on democratic ideals and aims to strengthen cultural pluralism in societies with diverse cultural backgrounds and in an interconnected global community (Keats, 1978). This implies that the multicultural approach stresses the linguistic and ethnic variety present in the target culture in addition to the learners' own culture.

2.3.4. Transcultural Approach

The foundation of the transcultural approach to teaching culture is the notion that large-scale travel, migration, globalization, and communication networks have all contributed to the interconnectedness of contemporary world cultures (Risager, 1998). Kramsch and Hua (2016) asserted that: "Some educators have felt that English is a (culture-free) skill that anyone can appropriate and make his/her own"(p. 38). In other words, the transcultural approach seeks to increase FL learners' comprehension of how globalization affects intercultural communication.

Furthermore, it strives to develop their capacity for appropriate and successful communication in the interconnected and integrated world of today, where cultural barriers are blurred.

2.3.5. Monocultural Approach

The foreign language approach, as Risager (1998) called it, is based on the notion that a certain people group and language are linked to a unique culture. That is, the mono-cultural method to teaching culture focuses only on the target language culture, ignoring the parallels and differences between the two cultures as well as the personal culture of the FL learners. However, this technique has come under heavy criticism because it does not make any cultural comparisons.

2.3.6. Intercultural Approach

According to Risager (1998), the intercultural method to teaching culture is based on the notion of a comparison between the TC and the NC of FL learners. By contrasting their native and target cultures, students gain a fresh understanding of greater awareness, comprehension, and acceptance of the other within one's Native Culture (NC) (Byram, 1998). Put another way, the intercultural method of teaching culture entails determining the cultural values of both the TC and the NC of the FL learners. Furthermore, it seeks to empower FL learners to act as intermediaries between the two cultures by helping them recognize and understand how their native cultures may differ from others' in order to have appropriate and productive cross-cultural interactions.

The multiple approaches of teaching culture can be categorized into four primary groups based on the information provided above. Methods that put the focus only on teaching the target language and culture fall under the first category (monocultural approach). The second group includes comparative approaches, which are also referred to as intercultural, multicultural, and transcultural approaches. Their focus on drawing parallels between the TL

learners' native culture and their NC sets them apart (Risager, 1998). Yang & Chen (2016) claimed:

> Instructors who see culture as a fact would view the learning of culture as the acquisition of facts and may only conceptualize culture as the teaching of stereotypes, famous events, and hero figures. In contrast, instructors who believe culture is a dynamic, rather than a static, entity would probably view the teaching of culture as a process of discovery and construction and encourage students to construct their own cultural knowledge. (p.1129)

2.4. Importance of Integrating Culture in Foreign Language Education

Sun (2013) stated: " language is an important part of culture. It is the primary vehicle by which a culture transmits its beliefs, values and norms" (p. 1). Furthermore, Byram (1989) asserted that language instructors also teach culture. Multidimensional cultural awareness must accompany contextualized and linguistically adjusted communication in FL education in order to foster an accepting relationship where both parties are seeking to negotiate a cultural platform that is agreeable to all parties (Guilherme, 2000). Moreover, Dema and Moeller (2012) contended that culture is an important mediating factor in the process of learning a second language. Likewise, Fantini (1997) argued:

> Most notable are the variables that are presented by differences in language, cultures, and world views that mediate our interactions. For this reason, both language educators and interculturalists share a role in expanding and developing native competence into intercultural competence for use in a wider area. (p.4)

(Hesan, Setiawan, & Munir, 2019) asserted: "The integration of communicative competence and intercultural competence emerges concept of Intercultural Communicative Competence (ICC)". (p. 62). The ability to put into the TL in a way that is effective for communicating that is appropriate from a linguistic, sociolinguistic, and pragmatic standpoint

(Atay et al., 2009). Communication is a crucial tool for shaping, transmitting, and acquiring culture, while cultural factors significantly influence the creation, shaping, and transmission of communication practices. Stated differently, the integration of the communicative approach into FL educational contexts inherently involves the teaching of culture. As a result, integrating culture into FL education gives students the skills and knowledge needed for effective cross-cultural communication. IC is the term used to describe the capacity to communicate responsibly and successfully in cross-cultural contexts based on one's intercultural knowledge, abilities, and attitudes. (Deardorff, 2006). In other words, by incorporating the different aspects of many cultures and negotiating the meanings of tasks, learners can build ICC (e.g., intercultural activities) (Nhem, 2019).

In fact, one of the main incentives for enrolling in a language course is the desire to improve one's communication skills in a second language (Akharraz & Tamer, 2021, p. 129). Nevertheless, language proficiency does not ensure mutual understanding, in the event that one fails to comprehend the culture of the person in question (Kramsch et al., 1996, p. 99). In another sense, speakers of different languages perceive the world in different manners; no two languages exhibit the vocabulary item-to-grammatical structure correspondence. In the ultimate, the FL curriculum should place a strong emphasis on cultural representations to help students grasp the different cultural facets of the language they are learning (Steele, 1989).

Incorporating culture into foreign language instruction also helps FL students understand the similarities and differences between cultures, fosters respect and empathy, and helps them avoid cultural misunderstandings in today's globalized society. More importantly, by contrasting and comparing their own culture with those of other cultures, students are able to gain an understanding of the advantages and disadvantages of their own culture. FL students need to be exposed to a variety of cultures in order for them to cherish and elevate their own culture (Akharraz & Tamer, 2021, pp. 131–1322).

According to Lessard-Clouston (1996), teaching foreign language FL has progressed beyond simply teaching language skills to emphasize the cultural elements that students are exposed to in the classroom. This implies that shifting the focus of education from a national to a global viewpoint is one reason why modern teaching practices need to evolve (Nhem, 2020). Furthermore, Colbert (2010) asserted that culture plays a crucial role in the FL learning process. It is the way of life and organization of the native FL speakers and the learning community. It directs how they engage, communicate, and approach the process of teaching and learning.

Penbek et al. (2009) made an effort to decipher whether or not students from various university departments acquire the necessary degree of intercultural competency. They discovered that educational departments supported by foreign resources, including language and exchange programs, Graduates from these programs would have the necessary intercultural competency to cultivate respect for those from different cultural backgrounds. In line with this, Nhem (2020) noted that cultivating and strengthening students' intercultural awareness is the primary objective of FL instruction. Thus, despite the difficulties and the emphasis on grammar in foreign language instruction, numerous researchers concurred that culture is the foundation of language acquisition (Benattabou, 2020).

In light of the aforementioned, learning a foreign language and its culture is essential. In the worldwide world of the twenty-first century, the goal of FL education is to develop students' intercultural communication ability. Therefore, FL teachers are required to incorporate the many cultural components into their courses in order to assist their students' capacities to operate successfully in today's global environment. Additionally, students must be given the proper education to help them recognize and value cultural differences, as well as to help them become sensitive and adaptable to a variety of cultures. To foster an environment that promotes cultural exploration and understanding, educators must have a thorough

understanding of the effects that different cultural components have on their students. In addition, they ought to give students the tools and directions they need to forge their own cultural identities and comprehend the distinctions among various cultures. Teachers can, for instance, give students the chance to learn more about their cultural background and have meaningful discussions about it, or they can invite guest speakers who can help students learn about their culture.

2.5. Intercultural Competence in Communication

Byram and Fleming (1998) defined ICC as having knowledge of one or more other cultures as well as the capacity to interact to and learn about new individuals from diverse situations in a way that is acceptable and natural (p. 9). This suggests that Byram (2000) defines ICC as the capacity to facilitate mutual understanding between individuals with disparate social identities and to engage with others as multifaceted, multi-identity individuals. IC includes, among other things, behavioral flexibility, respect for others, knowledge development, tolerance for uncertainty, and empathy (Hiller and Wozniak, 2009). There are behavioral, emotional/attitudinal, and cognitive components to each of these domains.

According to Kim (2001), IC is the general internal capacity of a person to handle the most difficult aspects of intercultural communication, such as cultural differences, unfamiliarity, intergroup situations, and the stress that goes along with them. Accordingly, the ability to establish successful communication with members of various cultural groups by exhibiting appropriate behaviors with regard to cultural differences is the general definition of IC (Bennett, 2015). In simple terms, a skilled intercultural communicator is accepting people from different cultural backgrounds, open to learn about other cultures, and able to interact and communicate with them. They also learn to be tolerant of cultural ambiguity. This indicates that individuals are able to appreciate other cultures, avoid prejudice and stereotypes, and

understand and adapt to cultural differences. They are able to adapt to different communication styles and recognize when communication may not be effective.

2.6. Components of Intercultural Competence

IC is defined as a collection of cognitive, emotional, and behavioral skills and attributes that enable acceptable and effective interaction in a variety of cultural situations, according to Bennett (2008) and the majority of theorists (p. 16). For this reason, actions, attitudes, abilities, and knowledge are the four main components of intercultural competence. The many intercultural competence models differ in many aspects beyond these similarities. Perry (2011, p. 471).

2.6.1. Byram's (1997) Model

Byram (1997) identified five elements that comprise intercultural competence: knowledge, attitudes, relational and interpretive abilities, discovery and interaction skills, and critical cultural awareness (pp. 50–53).

The second component is attitudes. He said: "Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own"(P. 50). Or, to put it another way, a proficient intercultural communicator is willing to learn about other cultures, respects cultural diversity, views cultural differences as enriching experiences, approaches them objectively and comparably, actively seeks out cross-cultural interactions. The ability to interpret and relate is the third element of intercultural competence. Noted similarly, the capacity to evaluate, interpret, and connect any cultural artifact from another culture to one's own. The next set of skills are discovery and interaction; these include the capacity to learn new things about a culture and its customs and to think critically about what one has learned while engaging in authentic cross-cultural dialogue. The last element is critical cultural awareness, or the capacity to critically evaluate both one's own and other cultures.

Table 2.1.

Byram's Components of Intercultural Competence (Adapted from Byram, 1997, pp 50-53)

Knowledge (savoir)	Having familiarity with the products and practices of various social groups both in one's own country and the country of one's interlocutor at large general social and personal interaction processes.
Attitudes (savoir être)	signifies openness and curiosity as well as a willingness to suspend disbelief in one's own culture and in that of others.
Skills of interpreting and relating (savoir comprendre)	the capacity to decipher, explain, and connect a document or event from another culture to documents from one's own.
Skills of discovery and interaction (savoir apprendre/faire)	The capacity to learn new things about a culture and its customs as well as the ability to apply new information, attitudes, and abilities within the limitations of genuine dialogue and engagement.
Critical cultural awareness (savoir s'engager)	The capacity to assess viewpoints, practices, and products both in one's own and other contexts critically and according to explicit criteria nations and cultures.

Byram (1997) argued that: "The success of such interaction can be judged in terms of the effective exchange of information, as has been the tendency in much communicative

language teaching, but also in terms of the establishing and maintenance of human relationships" (pp. 32–33). Briefly, an effective intercultural communicator learns about specific cultures, recognizes the connections between them, and can interpret each in terms of the others. He or she is capable of critically or analytically analyzing both their own and other cultures. Additionally, Competent intercultural communicators are conscious of their own viewpoints and the ways in which culture influences their thinking, as opposed to assuming that their understanding and opinions are inherent.

Byram's (1997) model of IC was criticized by Matsuo (2012), who contended that in addition to being theoretically flawed, it is also constrained in its ability to inform the most popular activities of practical pedagogy. Which means, while the model might be helpful for theorists, it cannot advise on how teachers may use it in the classroom

2.6.2. Kim's (2001) Model

IC, according to Kim (2001), consists of three interrelated components: the affective component, which includes attitudes and personality traits; the cognitive component, which deals with how people acquire and organize cultural knowledge; and the behavioral component, which includes effective communication.
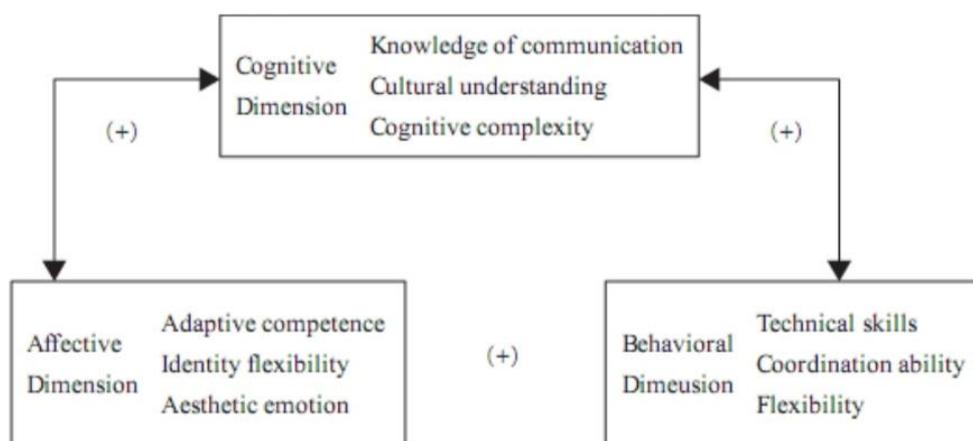
Figure 2.1.

 Kim's Intercultural Communicative Competence Framework (Kim, 2001).

Kim (2001) claimed that ICC is made up of three interconnected dimensions, as was previously summarized. Aesthetic emotion, identity flexibility, and adaptive competence are all part of the affective dimension. Adaptive competence is the drive to develop functional fitness. within the setting of the host. The primary distinction between the degree of cross-cultural adaptation of temporary residents and that of 25 permanent settlers is the anticipation-based nature of adaptation motivation. In various ways, flexible identity orientation refers to a foreigner's readiness to embrace their host culture's identity. Kim (2001) defined aesthetic emotion as the degree to which strangers can satisfy their aesthetic needs (sports, music, etc.) in the host setting (p. 112).

The three elements of intercultural communicative competence listed by Kim (2001) are connected to one another. Put differently, an individual's cognitive dimension may be influenced by their affective dimension of ICC. For example, in the event that he or she harbors negative attitudes toward the TC, lacking the desire or readiness to learn more about that culture. Additionally, a person's behavioral dimension may be influenced by their cognitive dimension of ICC. For example, he or she will not be able to communicate if they don't know enough about the various facets and elements of the host culture. In fact, the three ICC components identified by Kim (2001) combine to create an individual's intercultural communicative competence, which helps them to communicate across cultures more effectively and appropriate

Understanding the TL and culture is part of the cognitive dimension, or knowledge component of ICC. A key element of cultural knowledge is comprehending the target culture's historical background, customs, beliefs, and traditions. and traditions. Kim (2001) states that the behavioral dimension is the final element of the ICC. It describes intercultural communication as an action based on previously developed affective and cognitive skills. Put

otherwise, to engage and demonstrate one's emotional and cognitive skills and experiences in authentic cross-cultural communication.

2.6.3. Deardroff's (2006) Model

Deardorff (2006) introduced her pyramid model of intercultural competency, including of knowledge, skills, attitudes, internal and external results.
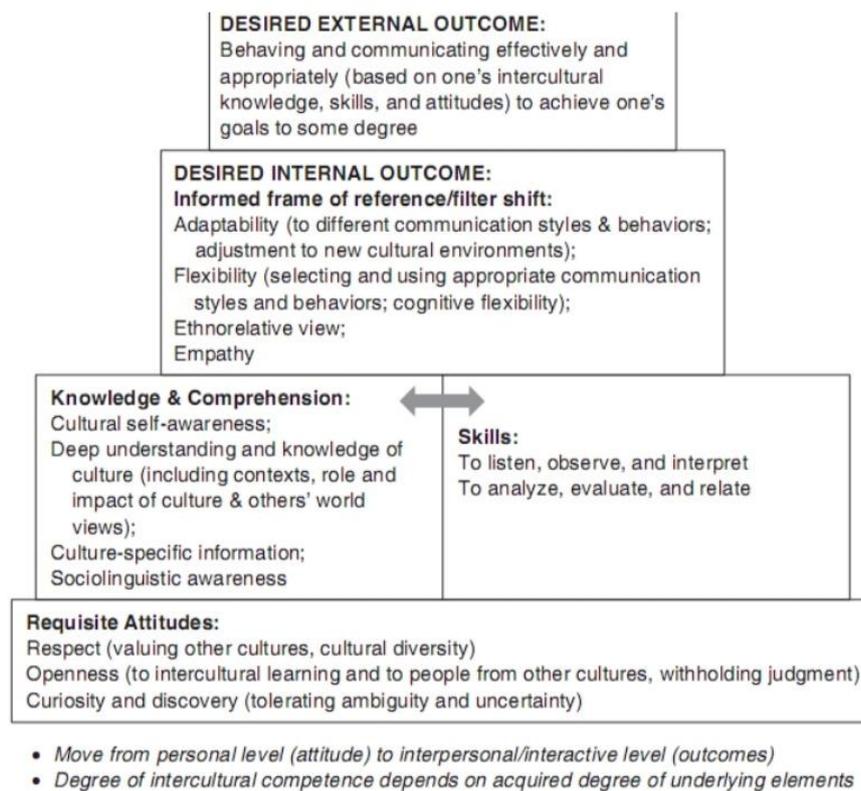
Figure 2.2.

Pyramid Model of Intercultural Competence (Deardorff, 2006).

As demonstrated, attitudes serve as the basis for the additional acquisition of the knowledge and abilities required for intercultural competency. According to Deardorff (2006), an attitude in intercultural competence is one of respect, curiosity, openness, and discovery. To be respectful, one must look out for others. Qualities of cultures, considering cultural differences objectively and in comparison. Being open means not criticizing other cultures and

having an open mind to being proven incorrect. Seeking out cross-cultural encounters, considering diversity as a teaching tool, and being willing to step outside of one's comfort zone are all components of curiosity and discovery.

Four categories of knowledge were identified by Deardorff (2006) as being essential for intercultural competency. Cultural self-awareness is expressing how one's own culture has shaped one's identity and worldview. Cultural specific knowledge is the analysis and explanation of basic facts about other cultures (history, values, politics, economics, communication styles, values, beliefs, and practices). Sociolinguistic awareness is the ability to recognize and articulate variations in spoken and non-spoken language, as well as to modify one's speech to suit individuals from diverse cultural backgrounds. Understanding of global trends and issues, which entails elucidating the significance and ramifications of globalization and connecting local problems to global forces.

A collection of abilities linked to acquiring and processing knowledge, such as observation, listening, assessment, analysis, interpretation, and relating, were found in Deardorff's (2006) study. The ideal result of these dispositions, abilities, and knowledge is an internal one that includes adaptability, flexibility, empathy, and an ethno-relative viewpoint. Eventually, these elements would be exhibited by the person's behavior and communication, which would then become the apparent results of others' experiences with intercultural competency.

Accordingly, in Deardorff's (2006) pyramid model of intercultural competence, the interpersonal level (attitude) advances to the interpersonal/interactive level (outcomes), and the degree of intercultural competence is established by the extent to which underlying elements in total are learned. the process of gaining intercultural competency (see figure 2.2).
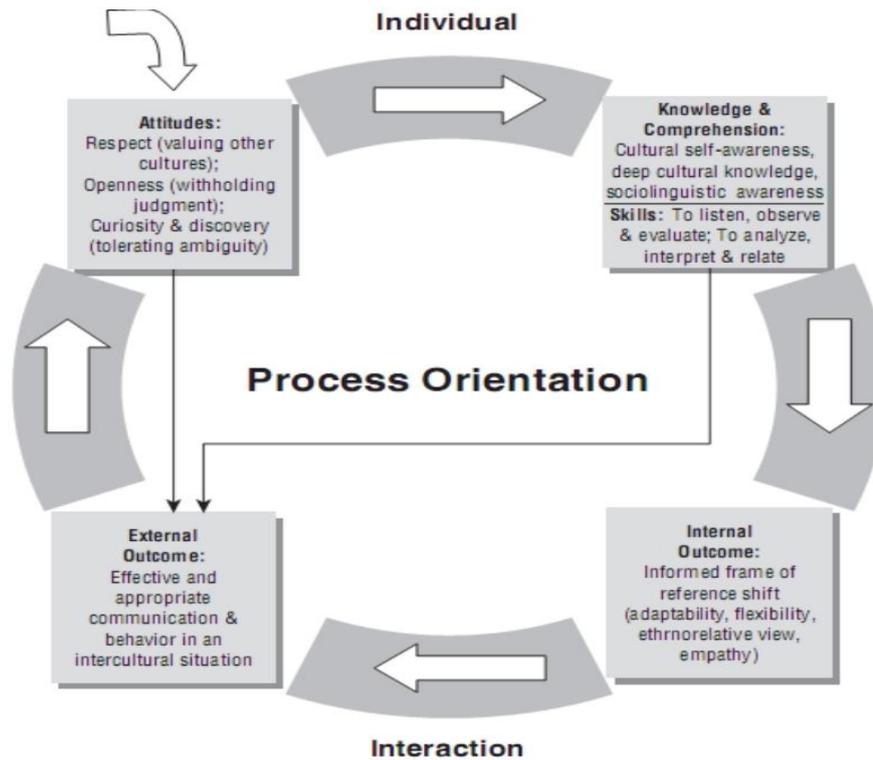
Figure 2. 3.

Process Model of Intercultural Competence (Deardorff 2006)

In other words, the aforementioned information, abilities, and attitudes result in internal outcomes that speak to a person who develops their capacity for flexibility, adaptation, empathy, and the adoption of an ethno-relative viewpoint. Each of these attributes manifested in external results, referring to the observable actions and communication patterns of the person. They serve as tangible proof that their owner is an adept cross-cultural communicator. It is essential to bear in mind, therefore, that the development of intercultural competency is an ongoing, lifetime process, and that there is no absolute moment at which an individual achieves perfect intercultural competency.

Given the aforementioned, a variety of models that address the components of intercultural competency have been developed. These intercultural communicative models highlight crucial elements of intercultural communication, even though each of the models

covered above has drawn a great deal of criticism. It is also evident that the researchers (Byram, 1997; Kim, 2001; & Deardorff, 2006) reached a consensus on the fundamental components of intercultural competence, including intercultural knowledge. This suggests that the key to helping FL learners become intercultural communicative competent is to enhance their intercultural knowledge.

2.7. The Value of Developing Students' Intercultural Knowledge in FL Education

People must negotiate meanings in talks when they are in cross-cultural contexts (Scarino, 2009). In other words, if people are unable to reflect on their own speech and learn from and alongside one another, there can not be any intercultural understanding. Toyoda (2016) studied Japanese students learning English as a foreign language in order to improve their intercultural awareness. Through both online and offline cross-cultural exchanges, the researcher included the students. Consequently, the investigator discovered that learners' expressions of intercultural knowledge and experiences transcended local language encompasses to encompass global challenges. With the help of their peers, learners indicated that they were able to acquire many idioms and phrases that are helpful in cross-cultural disputes, in addition to a variety of cultural facts. Lastly, the researcher stated that the students started to concentrate on global concerns at the end of the year. More than just tools for language learning, reading materials, research, and peer interaction also provided a range of perspectives on global issues, prompting many study participants to engage in deep thinking.

According to Sun (2013), cultural differences rather than language forms or grammar are the hardest thing for FL learners to deal with in their studies. Throughout the cognitive process, people continuously store schemata in their brains. Schemata are like an internal file system in the brain that let people organize and store their own information and experiences. After learning anything new, the brain will either store it in a brand-new schema or incorporate it into an already-existing schema from the same class. Cultural schema is the term used to

describe the knowledge structure that results from cultural knowledge. The ability of learners to comprehend and express themselves in language will be substantially aided by the development of cultural schema and the teaching of cultural knowledge. When necessary, FL learners will draw on their stored cultural schema to remove obstacles and find solutions to issues arising from culture differences. For many aspects of learning a second language, cultural schemas are crucial (pp. 371-372).

Simoes (2021) believes that intercultural communication skills are crucial. As the globe grows smaller and smaller, differences that occur in both our personal and professional life become more and more apparent. Understanding and being aware of intercultural competency is crucial for survival when working and living abroad (p. 97).

2.8. Audiovisual-based Media and Intercultural Knowledge

Tomlinson (2019) presented a personal perspective on intercultural awareness, in which he explained its importance for language learners, and suggested ways to foster it in students by having them reflect on their experiences with movies and other visual media depicting cultures in action. He provided EFL learners with diverse materials including; a humorous cartoon entitled 'Female and Male' (2011), Children's cartoon entitled 'Not now, Bernard', and the other material is Wong's (2010) animated version of a song 'Gonna be an Engineer by Peggy Seeger'. The main results of his experiments are that such classroom interactions could not replace real interactive experiences, however it provided authentic experiences for awareness development, and that books and teachers could provide students with knowledge, but students themselves had to develop their own awareness (pp. 37-45).

Tirnaz and Narafshan (2018) conducted a study entitled: Promoting intercultural sensitivity and classroom climate in EFL classrooms: The use of intercultural TV advertisements which examine how intercultural TV ads affect students' awareness of other cultures and the environment in Iranian classrooms where English is being taught as a foreign

language. The findings indicate that the use of intercultural TV ads significantly improved intercultural sensitivity skills among students, leading to greater acceptance and respect for cultural diversities. In addition, the experimental group's classroom environment showed improvement. fostering a more flexible environment where students learned to understand, value differences, and support classmates with diverse attitudes. This research emphasized the importance of intercultural exposure in English language teaching to help learners interact successfully across cultural diversities and prepare them for global citizenship. It also highlighted the shift towards communicative competence in language teaching, focusing on intercultural communication as an essential aspect of curriculum and instructional materials. The study used intercultural TV ads to facilitate this learning process within a situated community of practice, enabling learners to develop the necessary awareness and skills for intercultural communication. These TV advertisements used in this study were carefully selected to facilitate intercultural learning among EFL learners in Iran. They were considered beneficial due to their authenticity, short duration, ability to provide exposure to real-world language, and capacity to engage learners in critical thinking about cultural differences. Additionally, Commercials were emphasized as useful resources for students who have limited access to native speakers and real language in order to increase awareness, analyze cultural subtleties, and improve critical thinking abilities.

Xiang (2018) discussed the relationship between films and intercultural knowledge within the context of language education, in which he explored how audio-visual media, digital technologies, and social media tools can be effectively utilized in language education to enhance intercultural competence. The research emphasized the importance of integrating film excerpts, video clips, and online news reports into language courses to develop learners linguistic and intercultural skills. Additionally, it highlighted the benefits of using video projects that engage learners in creating content related to their language learning, such as short

videos integrating learned vocabulary and grammar structures. Furthermore, the study delved into how digital technology, social media platforms like YouTube, WeChat, and video conferencing tools can facilitate language learning engagement and intercultural communication. It also focused on the use of audiovisual media to enhance learners' intercultural communication through translation of subtitles, preparing them for real-world interactions, and offering practical implications for educators and learners seeking to enhance their language skills in diverse cultural contexts.

Audiovisual-based media plays a key role in fostering intercultural knowledge. Researchers like Tomlinson (2019) and Xiang (2018) highlight the use of movies, cartoons, TV advertisements and even video projects created by the learners themselves as valuable tools for raising awareness and understanding of cultural differences. These materials provide a window into real-world cultural practices and social interactions, complementing traditional classroom learning and textbooks. By critically analyzing the messages conveyed in Audiovisual-based Media, students can develop intercultural sensitivity, gain a broader perspective, and learn to navigate communication across cultures.

Conclusion

Since culture has an impact on all areas of learning a FL, it is an essential part of FL education. Furthermore, cultural ramifications are essential for intercultural communication success. In order to remove cultural barriers and promote intercultural communication abilities, it is crucial for FL learners to enhance their intercultural communication skills. Building foundational knowledge particular to a culture is the first step towards comprehending distinct cultural practices, as intercultural communication entails the sharing of information across cultural boundaries. For FL learners to properly and appropriately interpret the intercultural massages, they need to have sufficient knowledge, comprehension, and sensitivity to the target culture. Therefore, it is advised that FL teachers include important intercultural concepts in

their lessons by using movies. This will enhance students' understanding of other cultures, which is essential in order to boost tolerance and acceptance of diversity in a variety of cross-cultural interactions. This chapter emphasizes how important it is to include the target culture in a FL classroom. It implies that developing students' cross-cultural understanding is essential to promoting their cross-cultural knowledge.

CHAPTER THREE: Field Investigation

Introduction

Now that the previous two chapters have thoroughly discussed Audiovisual-based media (Films) and intercultural knowledge. It is now possible to examine learners' and teachers' perspectives and views about the correlation between these two elements. Considering this aspect, the current chapter summarizes findings from students' questionnaires and teachers' interviews. As well as to interpret and analyze those results in order to gain more specific insights. These insights will help to either confirm or refute the primary hypotheses and answer the research questions in a more contextualized manner.

3.1. Students' Questionnaire

3.1.1. Population of the Study

The current research targets Master I students (Academic year 2023-2024) at the Department of English, 8 May 1945 University, Guelma. This particular promotion has been chosen because Master I students are often known for their capacity to comprehend and understand the culture associated with the language they are learning, making them an excellent subject for research into whether or not the use of films contributes to the development of their Intercultural knowledge. Moreover, they have already received at least four years of university instruction, which means they have been exposed to diverse cultures and have encountered both the audiovisual materials in various contexts and their use in EFL instruction. By considering the previous reasons, this research has been conducted to the whole promotion of Master I students that consists of four groups. Accordingly, the questionnaires have been administered to 93 students.

3.1.2. Description of Students' Questionnaire

The conducted questionnaire encompasses twenty-five questions that consist of both yes/no questions and multiple-choice questions with a list of options for students to select from

based on their opinions, and they are required to provide justifications for their answers when necessary (see Appendix A). The questionnaire is divided into four sections as outlined below:

The first section consists of two questions (from Q1 to Q2), and it aims to identify the participants' language proficiency and their familiarity with English and English-speaking cultures. The second section encompasses ten questions (from Q3 to Q12), it focuses on the participants' experiences and perceptions regarding watching films in English. It explores the frequency of film viewing, the perceived benefits of films for understanding cultural differences, and the impact of films on language skills, such as idiomatic expressions, speaking confidence, and listening comprehension.

The third section comprises thirteen questions (from Q13 to Q25), it focuses on the participants' appreciation of cultural aspects in language learning, their self-assessment of intercultural knowledge, and the integration of intercultural elements by their teachers. It also examines the participants' awareness of cultural stereotypes portrayed in films and their discussions about cultural aspects. The final section which entitled as further suggestions provides an opportunity for the participants to offer any additional suggestions or comments related to the topic of the questionnaire.

3.1.3. Administration of Students' Questionnaire

The administration of students' questionnaire took place on April 28th, 2024 at the Department of English, 8 May 1945 University, Guelma. The questionnaire has been distributed for the whole promotion that consists of four groups, and it has been answered immediately. Both teachers and students welcomed and cooperated willingly. The questionnaire had been carefully reviewed to ensure its validity and clarity, so the students did not face any difficulties or ambiguities while answering it. The entire process took about 20-25 minutes.

3.1.4. Data Analysis and Interpretation

3.1.4.1. Analysis of Results and Findings from Students' Questionnaire

Section One: General Information

Question One: How long have you been studying English?

Table 3.1

Period of English Instruction

Years	Number (N)	Percentage (%)
11	52	55.91%
Less than 11	25	26.91%
More than 11	16	17.25%
Total	93	100%

Table 3.1 indicates that the majority of students (55.91%) claim that they have been studying English for eleven years. This implies that they have successfully passed their academic career without failing. On the other hand, 26.91% of students have studied English for less than eleven years, and it is assumed that these students did not fully comprehend the question. Whereas, 17.25% of students state that they have been studying English for more than eleven years, which suggests that they have had difficulty in their studies. Overall, all students received a sufficient amount of English instruction.

Question Two: Have you lived or traveled in an English-speaking country before?

According to the table 3.2, a small percentage of participants (7.53%) have either lived or traveled abroad in an English-speaking country: 3.23% of students have lived abroad, while 4.30% of students have traveled abroad.

Table 3.2

Familiarity with English culture

Option	Number (N)	Percentage (%)
Yes, lived abroad	3	3.23%
Yes, traveled abroad	4	4.30%
No	84	90.32%
Total	93	100%

It indicates that they have had the opportunity to engage and converse with native speakers, they have the capacity to comprehend various cultural objects. Also, they have experienced some degree of exposure to nations that use English. Furthermore, the vast majority (90.32%) of students have not lived or traveled in an English-speaking country, and this indicates that a significant portion of the participants may have limited firsthand exposure to English-speaking environments. Thus, it is assumed that the participants without travel experience may rely more on alternative methods, such as audio-visual media like films, to enhance their understanding of different cultures and improve language skills.

Section Two: Audiovisual-Based Media

Question Three: Do you enjoy watching films in general?

Table 3.3

Enjoyment of Watching Films

Option	Number (N)	Percentage (%)
Yes, a lot	63	67.74%
Yes, sometimes	27	29.03%
No	2	2.15%
Total	93	100%

The results obtained from table 3.3 indicate that the majority of students (67.74%) reported that they enjoy watching films "a lot". An additional 29.03% of participants indicated that they enjoy watching films "sometimes". This indicates that the vast majority of students (96.77%) have a positive attitude towards watching films in general. This suggests that this high level of enjoyment and interest in films indicates that audio-visual media, such as films, may be an engaging and effective tool for language learning and intercultural exploration among the EFL learners. Whereas, only 2.15% of participants responded that they have a low interest in watching films. Therefore, this small percentage of students who do not enjoy watching films (2.15%) may require alternative approaches or resources to support their language learning and intercultural development.

Question Four: How often do you watch films in English?

Table 3.4

Frequency of Watching Films in English

Frequency	Number (N)	Percentage (%)
Daily	20	21.50%
Weekly	43	46.24%
Monthly	21	22.58%
Rarely	8	8.60%
Total	93	100%

As it is noticed in the table 3.4, the majority of participants (67.74%) watch films in English on a weekly (46.24%) or daily (21.50%) basis. This indicates that this frequent exposure to audio-visual media in the target language (English) suggests that students may have numerous opportunities to develop their language skills, cultural awareness, and

intercultural knowledge through film viewing. Additionally, 22.58% of participants watch films in English on a monthly basis, and only a small percentage (8.60%) of participants rarely watch films in English. There may be some variance in the students' involvement with English-language films, which could have varying effects on their language learning and intercultural development.

Question Five: Do you think watching films can help you understand cultural differences better than textbooks?

Table 3.5

Perception of Films in understanding cultural differences

Extent	Number (N)	Percentage (%)
Strongly Agree	33	34.48%
Agree	47	50.54%
Neutral	10	10.75%
Disagree	2	1.09%
Strongly Disagree	0	0%
Total	93	100%

Table 3.5 demonstrates that the majority of participants (85.02%) are either strongly agree (34.48%) or agree (50.54%) that watching films can help them understand cultural differences better than textbooks. This high percentage of students who strongly agree or agree suggests that films are viewed as valuable tools for gaining insights into diverse cultures and enhancing intercultural knowledge compared to textbooks. Moreover, A smaller percentage of participants (10.75%) expressed a neutral position on the effectiveness of films compared to textbooks in understanding cultural differences. In addition, a very small percentage (1.09%) of participants disagreed with the idea that films are more effective than textbooks in

understanding cultural differences and no participants strongly disagreed with this statement. The minimal disagreement and absence of strong disagreement indicate a general consensus among students on the benefits of using films for cultural understanding in the context of language learning.

Question Six: Do you believe that exposure to different cultures can enhance your language skills?

Table 3.6

Impact of Exposure to Cultures on Language Skills

Option	Number (N)	Percentage (%)
Yes, significantly	54	58.06%
Yes, to some extent	35	37.63%
No	3	3.23%
Total	93	100%

As it is displayed in table 3.6, the vast majority of students (58.06%) believe that exposure to different cultures can significantly enhance their language skills. Additionally, 37.63% of students believe that exposure to different cultures can enhance their language skills to some extent. These results indicate that most participants strongly believe in the positive impact of cultural exposure on their language skills, perceiving it as a valuable means to improve their proficiency. A significant portion of the participants attribute a noteworthy improvement in their language skills to cultural exposure. Furthermore, 3.23% of participants do not believe that exposure to different cultures can enhance their language skills, this implies that this minority of students may have differing perspectives on the relationship between culture and language learning.

7. If yes, say why?

A significant percentage of students (32.26 %) (30 out of 89; 54 students answered with "Yes, significantly" and 35 students answered with "Yes, to some extent"). The students' ideas can be summarized as follows:

- **Cultural interaction fosters respect and learning**: interacting with diverse cultures facilitates the exchange of respect and the acquisition of new knowledge.

- **Enhanced language skills through cultural exposure**: immersing oneself in different cultures improves listening, speaking abilities, and deepens understanding of languages.

- **Broadened perspectives through cultural diversity**: Exposure to various cultures helps in comprehending different viewpoints, enriching knowledge of language and culture.

- **Access to linguistic diversity and historical insights**: engaging with different cultures provides access to a range of dialects, idioms, and historical events.

- **Effective communication across cultures**: awareness of cultural diversity enables effective communication with individuals from various countries and cultures, fostering global understanding and cooperation.

Question Eight: How important do you think cultural understanding is in language learning?

Table 3.8

Importance of Cultural Understanding in Language Learning

Option	Number (N)	Percentage (%)
Very important	33	35.48%
Important	47	50.54%
Somewhat important	12	12.90%
Not important	1	1.09%
Total	93	100%

The previous table displays the perception of the importance of cultural understanding in language learning. Eighty students (86.02%) perceive cultural understanding as either very important (35.48%) or important (50.54%) in the context of language learning. Additionally, a smaller percentage of participants (12.90%) consider cultural understanding to be somewhat important. These results indicate a strong consensus among the majority of participants regarding the significance of cultural understanding in language learning, and this may suggest that the students recognize the pivotal role that cultural awareness plays in enhancing language acquisition, communication skills, and intercultural competence. Moreover, only a minimal number of participants (1.09%) indicated that cultural understanding is not important in language learning. This small percentage who do not prioritize cultural understanding may have varying perspectives on the relationship between culture and language proficiency.

Question Nine: Have you noticed an improvement in your English idiomatic expressions and phrases after watching English-language films?

Table 3.9

Impact of Watching English-Language Films on Idioms and Phrases Acquisition

Option	Number (N)	Percentage (%)
Yes, a lot	53	56.99%
Yes, a bit	37	39.78%
No	3	3.22%
Total	93	100%

As shown in the above table, the absolute majority of students (96.77%) reported a positive impact on their English idiomatic expressions and phrases after watching English-language films. Specifically, 56.99% stated that they observed a significant improvement, while 39.78% mentioned a slight improvement. This indicates that exposure to films has a

beneficial effect on learners' ability to understand and use idiomatic language. Over and above that, A small percentage of participants (3.22%) did not perceive any improvement in their idiomatic expressions and phrases from watching English-language films. This suggest that this minority of participants may have different learning preferences, prior experiences, or perspectives on the relationship between film exposure and language skill development.

Question Ten: Do you feel more confident in speaking English after watching films?

Table 3.10

Confidence in Speaking English

Option	Number (N)	Percentage (%)
Yes, much more confident	45	48.39%
Yes, slightly more confident	39	41.94%
No change	10	10.75%
Total	93	100%

According to the results displayed in table 3.10, a significant proportion of students (90.33%) reported feeling more confident in speaking English after watching films. Specifically, 48.39% felt much more confident, while 41.94% felt slightly more confident. This indicates that the majority of participants experienced a boost in their confidence levels in speaking English following exposure to English-language films. This suggests that watching films plays a positive role in enhancing learners' self-assurance and comfort in using the language. However, only A smaller percentage of participants (10.75%) indicated that there was no change in their confidence levels after watching English-language films. The stable confidence for these participants could suggest that their proficiency and self-assurance in speaking English were not significantly influenced by the film-watching activity, indicating a consistent level of confidence regardless of the external language learning stimuli.

Question Eleven: Has watching films helped you with listening comprehension in English?

Table 3.11

Impact of Films on Listening Skills

Extent	Number (N)	Percentage (%)
Yes, significantly	53	56.99%
Yes, to some extent	39	41.94%
Not really	2	2.15%
Total	93	100%

According to the findings displayed in the table 3.11, Over half of the participants (56.99%) felt significantly more confident that watching English-language films had a positive effect on their listening comprehension in English. While 41.94% of students experienced some level of enhancement. Therefore, the results indicate a strong positive correlation between watching English-language films and improved listening comprehension in English among the majority of participants. This suggests that exposure to authentic language through films can enhance learners' ability to understand spoken English. 2.15 % of students did not perceive any significant improvement in their listening comprehension after watching films. This might be due to their individual learning styles, past experiences, or difficulties.

Question Twelve: Do you find it easier to remember idioms and cultural expressions when learning through films?

According to the table 3.12, 70.97% of participants found it easier to remember idioms and cultural expressions when learning through films, attributing this to the visual context provided by movies.

Table 3.12

Recalling Idioms and Expressions through Films.

Option	Number (N)	Percentage (%)
Yes, visual context helps	66	70.97%
No, prefer traditional methods	12	12.90%
Sometimes	14	15.05%
Total	93	100%

This might mean that visual cues and context provided by movies enhance memory retention of linguistic and cultural elements. On the other hand, a smaller percentage of participants (12.90%) indicated a preference for traditional methods over film-based learning for recalling idioms and cultural expressions. This could be due to personal learning styles or a perceived effectiveness of more traditional language learning methods for mastering idiomatic expressions. Some participants (15.05%) reported that they found it easier to remember idioms and cultural expressions through films only sometimes. This suggests that using films as a method to learn idioms and cultural expressions may not be effective for everyone, and that its effectiveness may vary depending on the individual.

Section Three: Intercultural Knowledge

Question Thirteen: Do you appreciate lessons that incorporate aspects of different cultures?

As shown in the table 3.13, 88.17 % of respondents expressed a positive attitude towards lessons that incorporate aspects of different cultures, indicating a high level of appreciation for cross-cultural content in their learning experiences. This indicates a recognition of the importance of cultural diversity in enriching learning experiences and fostering intercultural understanding.

Table 3.13

Appreciation of Cross-Cultural Elements in Lessons

Option	Number (N)	Percentage (%)
Yes	82	88.17%
No	11	10.40%
Total	93	100%

A minority of students (10.40%) indicated that they do not appreciate lessons with cross-cultural elements, suggesting a smaller but notable group with a different perspective on the integration of diverse cultural aspects in their learning. This indicates that they may have varying reasons for their perspective, such as cultural background, or differing learning objectives that prioritize other aspects of language education.

Question Fourteen: How can you describe your intercultural knowledge?

Table 3.14

Description of Intercultural Knowledge

Level	Number (N)	Percentage (%)
Very good	12	12.90%
Good	74	79.57%
Very bad	4	4.30%
Bad	3	3.22%
Total	93	100%

As it is noticed in the table 3.14, the majority of participants (79.57%) described their intercultural knowledge as good, indicating a significant proportion of learners who possess a solid understanding of cultural differences and similarities. Furthermore, 12.90% of students

described their intercultural knowledge as very good, suggesting a higher level of cultural awareness and understanding among this group. This indicates that many participants have developed a strong understanding and appreciation of different cultures through their language learning experiences. Only few students (7.52%) described their intercultural knowledge as very bad or bad, indicating a need for additional support or resources to enhance their understanding of cultural differences and similarities.

Question Fifteen: How often do your teachers integrate aspects of other cultures?

Table 3.15

Cross-Cultural Integration in Lessons

Frequency	Number (N)	Percentage (%)
Always	4	4.30%
Sometimes	68	73.12%
Rarely	21	22.58%
Never	0	0%
Total	93	100%

Table 3.15 indicates the vast majority of students (73.12%) reported that their teachers sometimes integrate aspects of other cultures into their lessons, indicating a moderate level of cross-cultural integration in the learning environment. This may suggest that while cross-cultural elements are sometimes integrated into the lessons by teachers, there is room for more consistent and comprehensive incorporation of diverse cultural aspects in the language learning curriculum. A notable percentage of participants (22.58%) stated that their teachers rarely integrate aspects of other cultures, suggesting that cross-cultural elements are not consistently incorporated into the curriculum. Few participants (4.30%) indicated that their teachers always

integrate aspects of other cultures, reflecting a more systematic approach to incorporating cross-cultural content in the learning process.

Question Sixteen: Have you ever noticed any stereotypes about different cultures portrayed by films used inside the classroom to learn English?

Table 3.16

Observation of Stereotypes

Option	Number (N)	Percentage (%)
Yes	65	69.89%
No	28	30.11%
Total	93	100%

The above table indicates the majority of students (69.89%) have encountered cultural stereotypes in the films used as part of their English language learning curriculum. This shows a potential issue with the representation and portrayal of diverse cultures in the educational resources utilized. Whereas 30.11% of students did not observe any stereotypes. This may suggest that some learning materials or teaching approaches have been more successful in avoiding the perpetuation of cultural stereotypes.

Question Seventeen: Are there cultures that are better represented in films than others?

Table 3.17

Representation of Different Cultures in Films

Option	Number (N)	Percentage (%)
Yes	83	89.25%
No	6	6.45%
Total	93	100%

The table 3.17 indicates the absolute majority of students (89.25%) acknowledged that there are cultures better represented in films than others, indicating a widespread recognition of disparities in cultural representation within the film industry. This might suggest the need for greater diversity and inclusivity in cinematic portrayals to accurately reflect the richness and diversity of global cultures. Otherwise, the minority of participants (6.45%) who did not notice disparities in cultural representation may have varying perspectives on what constitutes fair and accurate representation in films, indicating differing levels of sensitivity to cultural diversity in media.

Question Eighteen: Do teachers always critically analyze the stereotypes presented in films?

Table 3.18

Critical Analysis of Stereotypes in Films

Option	Number (N)	Percentage (%)
Yes	21	22.58%
No	69	74.19%
Total	93	100%

The previous table indicates that out of the total number of students, only 21 (22.58%) reported that teachers always critically analyze stereotypes presented in films, while a larger majority of 69 students (74.19%) think that teachers do not always critically analyze stereotypes. This implies that a large proportion of students believe teachers are failing to properly assess stereotypes in language learning films. This suggests that teachers may not devote enough effort to evaluating cultural depictions in films. Furthermore, students may be ignorant of the stereotypes being portrayed.

Question Nineteen: Have you ever discussed cultural aspects portrayed in films with others?

Table 3.19

Discussing Cultural Aspects in Films

Frequency	Number (N)	Percentage (%)
Yes frequently	18	19.35%
Sometimes	63	67.74%
No	9	9.68%
Total	93	100%

Table 3.19 demonstrates that most students (67.74%) discussed cultural aspects in films "Sometimes." This suggests that film discussions are somewhat common, but it is not yet a firmly established practice among students. Additionally, Fewer students (19.35%) discussed these aspects "Yes frequently." Which indicates that some students are more proactive in seeking out these discussions. However, only a small minority (9.68%) never discussed cultural aspects with others. This indicates that students might not realize the value of discussing cultural aspects or how to initiate such discussions. There seems to be a general interest in discussing cultural aspects of films, although it does not always occur. This provides a chance for more regular talks.

Question Twenty: According to you, what is the most important benefit of being exposed to intercultural knowledge?

As it is displayed in table 3.20, the most majority of students (46.24%) selected "To enrich your intercultural knowledge." This demonstrates that students recognize the value of expanding their knowledge about different cultures. Moreover, a significant number of students (29.03%) chose "All of the above." This might imply that students understand the diverse benefits of intercultural knowledge.

Table 3.20

Students' Views on Benefits of Intercultural Knowledge

Benefit	Number (N)	Percentage (%)
To enrich your intercultural knowledge	43	46.24%
To decrease stereotypic perceptions	13	13.98%
To raise the awareness of your own cultural identity and background	20	21.51%
To foster intercultural empathy for a more peaceful world	5	5.38%
All of the above	27	29.03%
Total	93	100%

Raising awareness of one's own culture was chosen by 21.51% of respondents. This emphasizes the importance of intercultural learning as a two-way process that encourages self-reflection. 13.98% of students selected the benefit of decreasing stereotypes This denotes a group of students who understand the significance of having intercultural knowledge to fight against stereotypes. Fostering empathy received the fewest responses from students, with only 5.38%. This may signify that these students are aware of the role of intercultural knowledge in building bridges and understanding across cultures.

Question Twenty-one: According to you, why is intercultural knowledge important for effective communication with people from other cultures?

The results obtained from table 3.21 indicate that 37.63% of the students selected adapting to new environments and preventing cultural shock as the primary reason for valuing intercultural knowledge.

Table 3.21

Students' Views on Importance of Intercultural Knowledge in Communication:

Reason	Number (N)	Percentage (%)
Because it provides you with a better understanding of your own culture as well as other different cultures around the globe	24	25.81%
Because it helps you to adapt to new environments and prevent culture shock wherever you travel	35	37.63%
Because intercultural knowledge is the axis and the key for effective intercultural communication	7	7.53%
All of the above	21	22.58%
Total	93	100%

This suggests that these students recognize the importance of having intercultural knowledge in facilitating smooth transitions and enhancing communication in new cultural settings. Additionally, a significant number of students (22.58%) chose "All of the above." This suggests that students are aware of the diverse importance of intercultural knowledge for communication. Understanding both your own and other cultures was chosen by 25.81% of students. This highlights the importance of self-awareness alongside cultural awareness for effective communication. The key for effective communication received the fewest responses with 7.53% of participants.

Question Twenty-two: Have films changed your perceptions about other cultures?

Table 3.22 shows that the vast majority of students (87.09%) responded that films have changed their perceptions about other cultures. This indicates that the films are effectively sparking curiosity and challenging preconceived notions.

Table 3.22

Impact of Films on Perceptions of Other Cultures

Option	Number (N)	Percentage (%)
Yes, significantly	37	39.78%
Yes, to some extent	44	47.31%
No	2	2.15%
Total	93	100%

Specifically, 39.78% of participants reported a significant change. This suggests that films are having a substantial impact on how students view other cultures. On the other hand, 47.31% of students reported a change to some extent. This implies that films are prompting students to re-evaluate their understanding of other cultures. Only a small minority of 2.15% said films had no impact on their perceptions. This might suggest that the film selection is generally effective in broadening students' cultural awareness.

Question Twenty-three: How do you think exposure to diverse cultures through films can benefit your personal growth?

Table 3.23

Benefits of Exposure to Diverse Cultures Through Films

Option	Number (N)	Percentage (%)
Enhances empathy and understanding	18	19.35%
Broadens worldview	34	36.56%
Raises tolerance towards other cultures	31	33.33%
Decrease stereotypes	13	13.98%
Total	93	100%

As shown in table 3.23, the majority of students (36.56%) agreed upon the benefit of broadening worldview. This implies that students recognize the value of films in expanding their knowledge and perspectives beyond their own culture. "Raises tolerance towards other cultures" was also a popular choice with 33.33% of participants. This indicates students see films as a tool for promoting acceptance and understanding of different cultures. Furthermore, 19.35% of students chose the response of enhancing empathy and understanding. This might suggest the potential of films to foster emotional connections with characters from diverse backgrounds. The minority of students (13.98%) selected the benefit of decreasing stereotypes.

Question Twenty-four: Has watching films made you more curious about exploring different cultures firsthand?

Table 3.24

Curiosity About Exploring Cultures Firsthand

Option	Number (N)	Percentage (%)
Yes definitely	56	60.22%
Maybe	23	24.73%
Not really	1	1.09%
Total	93	100%

Table 3.24 demonstrates a strong majority of students (60.22%) responded "Yes definitely." This indicates that watching films has significantly fostered their curiosity about exploring different cultures firsthand. Moreover, a significant number of participants (24.73%) said "Maybe." This suggests that films have promoted some interest in exploring cultures, but it might not be a strong urge yet. However, only a tiny percentage (1.09%) answered "Not really." This shows that for almost all students, films are having some positive impact on their desire to explore cultures.

Question Twenty-five: To what extent do you agree or disagree that films are an effective tool to develop EFL learners' intercultural knowledge?

Table 3.25

Impact of Films on Intercultural Knowledge

Extent	Number (N)	Percentage (%)
Strongly agree	42	45.16%
Agree	34	36.56%
Strongly disagree	2	2.15%
Disagree	3	3.23%
Total	93	100%

The results in the above table shows that the vast majority of students (45.16%) strongly agreed with the given statement. This indicates that a large majority believe films are a powerful tool for developing intercultural knowledge. An additional group of students (36.56%) responded with "Agree." This further contributes to the overall positive perception of films for this purpose. Likely, a very small minority of students (5.38%) disagreed ("Disagree" and "Strongly Disagree"). This suggests that the use of films is generally well-received and effective for most students.

Section Four: Further Suggestions

While the majority of students provided detailed insights on the impact of films on their intercultural knowledge and language skills, only a small percentage (3.23%) (3 out of 93) offered further suggestions. One student recommended exploring how watching movies can affect behaviors and help discover scientific facts and historical events. This suggests the student recognizes the potential of films to not only enhance cultural and linguistic understanding, but also impart broader educational benefits. Another participant noted that

watching films had a positive impact on their language learning, helping them gain new vocabulary, improve pronunciation, and develop stronger listening skills. This aligns with the findings indicating that the majority of students felt that films improved their idiomatic expressions, phrases, and speaking confidence. Lastly, one respondent highlighted the value of exploring other audiovisual media beyond just films, such as broadcasts, music, video games, and social media. This indicates an awareness that language learning and intercultural development can be supported through a variety of digital and multimedia resources, not just cinema.

3.1.4.2. Summary of Results and Findings from Students' Questionnaire:

Concerning their general information (section one), all students received at least eleven years of English instruction which implies that they are familiar with foreign language learning. The majority of respondents are likely EFL learners, aiming to acquire English for academic or future travel purposes in their home countries.

Moving to the second section on Audiovisual-based media, the majority of students assert that they enjoy watching films and they have varying levels of watching films from students who watch them on a daily basis to once a month. The analysis stated that students understand cultural differences portrayed in films better than textbooks. Almost all students declared that they feel more confident to speak in English After watching films. Films provide exposure to spoken English, introduce new vocabulary, and enhance communication skills by allowing viewers to observe characters' interactions and nonverbal cues, thus preparing them for everyday conversation and enhancing their overall language proficiency. However, the remaining small percentage who do not feel confident to speak after watching films may only watch them for entertainment, neglecting to improve speaking skills, and they may still experience shyness or anxiety, necessitating additional confidence-building exercises. Additionally, the vast majority of students find an enhancement in their listening

comprehension in English through films. On the other hand, those who claimed the opposite may rely on passive watching and heavy reliance on subtitles which may limit the listening practice benefit of watching films, thus they may not actively understand spoken dialogue. Films are occasionally helpful for memorizing idioms and cultural expressions. According to a majority of respondents, visual context including; gestures, facial expressions, and tone of voice significantly helped them in remembering idioms and cultural expressions. The majority of them affirm that the exposure to different cultures enhance their language skills. Additionally, they believe that cultural interaction promotes respect, learning, and language skills. It broadens perspectives, provides access to linguistic diversity and historical insights, and facilitates effective communication across cultures. It also enhances language understanding, enables access to diverse dialects, and fosters global understanding and cooperation.

The third section covers questions in relation to intercultural knowledge and Audiovisual-based media. The vast majority of students described their intercultural knowledge as good enough which makes this sample suitable for the present research. In addition to that, they prefer when teachers integrate aspects of other cultures. According to them, this integration stimulates their curiosity towards exploring other cultures, suggesting further encouragement that could further fuel this interest. All students assert that intercultural knowledge is important for effective communication with people from other cultures because it provides you with a better understanding of your own culture as well as other different cultures around the globe. Moreover, it helps them to adapt to new environments and prevent culture shock, wherever they travel. Intercultural knowledge is crucial for effective communication across different cultures. It tailors communication to different norms, values, and styles. Students affirmed that there are cultures that are better represented than others, in addition to the inclusion of stereotypes about different cultures that are portrayed by films in

the classroom. These films may not always accurately represent cultures. Stereotypes can lead to misunderstandings and prejudices, and may be influenced by lack of diversity in the film industry and a focus on simplicity. Critical viewing skills are crucial to identify stereotypes and analyze how cultures are represented in films, as not all films contain stereotypes. Even if there are films that contains stereotypes, teachers do not critically analyze them inside the classroom. Lastly, students do have a positive attitude and they agreed upon the effectiveness of films as a tool to develop EFL learners' intercultural knowledge Films offer numerous advantages for intercultural knowledge development, including exposure to culture, authentic language, engagement and motivation, and perceived effectiveness. They provide a window into different cultures, expose learners to everyday language, and provide a unique learning experience. Films may not accurately represent cultures, and passive learning may be ineffective without discussions or activities.

3.2. Teachers' Interview

3.2.1. Population of the Study

The interview focuses on EFL teachers at the Department of English at the University of 8 May 1945 Guelma. It is significant to point out that the teachers were selected randomly, without any predetermined criteria or requirements for their inclusion in the study. The use of educational technologies is not restricted to a particular academic level, so the interview encompasses teachers across different levels.

3.2.2. Description of Teachers' Interview

This interview consists of ten questions that, while not explicitly divided into sections but are implicitly arranged in a thematic manner, with each set focusing on a particular topic. The open-ended nature of almost all the questions leads to mainly qualitative findings. The interview is grounded in the theoretical framework of the research and includes questions specifically tailored to the Algerian EFL classroom context to gather relevant insights. The

questions progress gradually from general situations to more specific circumstances. This interview aims to elicit teachers' genuine perceptions and attitudes towards the topic under investigation, enabling a credible answer to the research questions.

The first question (Q1) attempts to determine the extent to which teachers utilize audiovisual media in their EFL classrooms as a teaching aid. Q2 identifies the specific audiovisual tools and equipment employed by teachers in their EFL classrooms for instructional purposes. The third question (Q3) endeavors teachers' perspectives on the effectiveness and benefits of using films as a pedagogical tool in EFL classrooms. Q4 assesses teachers' beliefs regarding the role of films in facilitating students' understanding of diverse cultures and societal norms. The fifth question (Q5) aims to explore teachers' opinions on the effectiveness of audiovisual media in enhancing EFL learners' intercultural knowledge and understanding.

Moving to question six (Q6) that determines the frequency with which teachers incorporate lessons that focus on promoting intercultural knowledge among EFL learners. Correspondingly, Q7 ascertains the extent to which teachers utilize films as a teaching tool in their EFL classes and the specific contexts in which they are used. Following the answer for the seventh question, Q8 investigates whether teachers observe any changes in students' intercultural knowledge as a result of using films as a pedagogical tool. The ninth question (Q9) aims to assess teachers' perceptions of the importance of exposing EFL learners to diverse cultural perspectives through the use of films. The last question (Q10) identifies the potential challenges and obstacles that teachers encounter when incorporating films to teach intercultural knowledge in EFL classrooms.

3.2.3. Administration of Teachers' Interview

The interview process took place between April 28th, 2024, and May 2024. It was intentionally conducted in a flexible manner to elicit spontaneous and authentic responses from

the participants. In-person meetings were arranged with accessible teachers to facilitate this approach. Twenty-five teachers were invited to participate in the interview process, and it was requested that they respond orally. Furthermore, a few teachers chose to obtain the interview questions by email or other apps. However, only 12 teachers provided their responses to the interview questions.

3.2.4. Data Analysis and Interpretation

3.2.4.1. Analysis of Results and Findings from Teachers' Interview

Question One: Do you use Audiovisual media as a pedagogical tool in your EFL classroom?

The aim behind this question is to determine the extent to which teachers employ audiovisual media in their EFL classes as a teaching aid. All teachers (12 out of 12) surveyed confirmed their use of audiovisual media. This indicates that multimedia is widely adopted by EFL teachers as an instructional aid. Among the respondents, three teachers (out of twelve) linked their use of audiovisual media to the nature, and the objectives of their courses. As mentioned by one of the participants: "Generally, I do. Specifically, in oral expression and when I teach civilization, courses of history". (see Appendix C). This is highly relatable to the research literature review, more precisely the first chapter, where a history instructor's study (Rebhorn, 1987) demonstrated the positive impact of audiovisual-based media, such as films, on the historical education. The instructional films used in the research, made the historical events more realistic and authentic. Additionally, another participant shed the light on the reason behind using such materials, which is maintaining discipline by focusing the students' attention on such tools. (see Appendix C).

Question two: What type of tools do you use?

The aforementioned question aims to identify the specific audiovisual tools and equipment employed by teachers in their EFL classes for educational purposes. The tools utilized by all the respondents vary from the traditional materials to the modern ones. As

highlighted in the existing research, particularly in the first chapter, the audiovisual media is mainly categorized into two types: Projected audiovisual materials which are the tools that are projected onto a screen or even a whitewashed wall to create an enlarged image for viewers. The tools chosen by the teachers in this category are: Film projector, Data projector/ Data show, LCD projector, TV, and PowerPoint slides. (see Appendix C). On the other hand, the second category is Non-Projected audiovisual materials which mainly encompass traditional media not reliant on visual projection technology. The tools chosen by the rest of the respondents are as following: Computer, loudspeaker, mobile, videotapes, online platforms, podcasts, audio recording, documentaries, VCD player, blackboard, charts, and picture. (see Appendix C). This highlights the versatility and the variety of audio-visual media, with various tools catering to different teaching needs and classroom setups.

Five interviewees elaborate on their tool usage by explaining the rationale behind their choices. One respondent declares employing various types of videos; educational, documentary, or political, depending on the class's main topic. Another participant prefers the use of PowerPoint presentations for lesson delivery and mobile devices for visual aids to enhance information retention. A third respondent showcases the effectiveness of the documentaries stating: "Generally, I prefer documentaries especially in history, because of the reliability of the documentary that's why I opt, or I prefer opting for documentaries". (see Appendix C). One interviewee underscores the advantages of using such media, to address challenges faced by EFL learners, such as lack of motivation, lack of exposure to the target language, and lack of pronunciation by the teacher. The fifth views films and videos as a unified medium, emphasizing the efficacy in developing the core language skills as; listening, speaking, writing, while providing authentic language examples. Correspondingly, this participant also notes the benefits of employing the slides for visually appealing and organized information presentation. (see Appendix C).

Question Three: What do you think of using films as a pedagogical tool?

All twelve interviewed respondents (12 out of 12) unanimously affirm the effectiveness of using film as an audiovisual teaching tool. This consensus suggests that educators acknowledge the value of incorporating movies to enrich language learning and cultural comprehension. One participant highlights the importance of selecting appropriate films, and integrating them effectively into lesson plans. Surprisingly, the majority of the teachers' responses can be summarized in one participant's statement, highlighting the benefits of utilizing films in education:

- Films capture students' attention and create an exciting learning environment by combining visual and auditory elements.

- Films provide an authentic language learning experience by featuring native speakers and offering cultural context.

- They stimulate critical thinking skills as students analyze characters, plotlines, and themes.

- Films can be used across various subjects, promoting multidisciplinary learning and exposing students to diverse perspectives and cultures.

- Using films as a teaching tool helps students develop their digital literacy skills as they navigate and engage with digital media. (see Appendix C).

Another participant underscores the significance of selecting films aligned with students' learning objectives, in addition to integrating activities that boost the educational value of employing films. This aligns with findings from a literature review in Chapter One, where a study by Canadian researchers Marquis et al. (2020) concluded similar aforesaid advantages, such as enhancing student engagement, motivation, and understanding through interactive learning experiences tailored to diverse learning styles. Additionally, educators praised these

media for bringing history to life, stimulating discussions, improving communication skills, and creating a more engaging and authentic teaching environment.

Question Four: Do you think using films in EFL classes can help students learn about different cultures?

All teachers (12 out of 12) agree that incorporating films in EFL classes is beneficial for helping students learn about different cultures. This consensus reflects a strong belief among educators regarding the role of films in fostering intercultural knowledge. Seven respondents specifically point out that watching films permits students, as stated by one of them: "to get involved in the language, customs, traditions, and societal norms of different cultures". (see Appendix C). In other words, films provide a genuine experience of the target culture, as stated by an interviewee: "how people interact, behave, live… help them develop deep understanding of cultural norms and practices". (see Appendix C). Teachers regard films as a valuable resource for capturing essential cultural patterns whether through direct interaction with natives, or indirect exposure to their media.

Furthermore, educators stress that films help learners broaden their cultural awareness, and contextualize real-life issues. One teacher emphasizes that films cultivate empathy and respect for cultural diversity, and this stratifies with the answers of eighteen (18) students who recognized that the exposure to diverse cultures through films enhance empathy and understanding for their personal growth. (see Table 3.23). Additionally, films allow students to appreciate various art forms and storytelling techniques unique to different cultures, making language learning dynamic, enjoyable, and memorable while expanding their cultural horizons.

These benefits highlighted by teachers align with the feedback from eighty (80) students who acknowledge the positive impact of watching films in improving their understanding of cultural differences compared to traditional textbooks. (see Table 3.5).

Question Five: Do you think audiovisual-based media is effective to develop EFL learners' intercultural knowledge?

The purpose behind this question is to explore teachers' perspectives on the effectiveness of audiovisual media in developing EFL learners' intercultural knowledge and understanding. The twelve educators concur that audiovisual media are effective in fostering EFL learners' intercultural knowledge. This suggests a widespread recognition among teachers of the potential of audiovisual media in enhancing intercultural understanding among EFL learners. One participant believes that these media are extremely effective, when accompanied by classroom discussions. While another respondent notes that:" At the same time it shouldn't be the only way to develop their intercultural knowledge, we can use reading as well or even open speaking sessions." (see Appendix C). A teacher underscores the value of these multimedia in helping learners retain concepts and theories better and for a longer duration, as they promote reflective and analytical thinking of both students and teachers. Another teacher highlights that students can gain insights into cultural norms, values, behaviors, and practices which can assist in developing their intercultural understanding and competence. In a nutshell, all these responses indicate that teachers acknowledge the benefits of audiovisual-based media for EFL learners' intercultural knowledge.

Question Six: How often do you make lessons that promote learners' intercultural knowledge?

The frequency of lessons promoting intercultural knowledge varies among teachers, with some infrequently addressing it while others incorporate it more consistently, highlighting the importance of intercultural learning despite practical constraints. Among the seven interviewed teachers, a majority rarely delve into intercultural knowledge, with one mentioning: "sometimes I open a discussion about it and advise them to watch videos." (see Appendix C). These educators attribute the low frequency of integration to factors like the fixed nature of the curriculum or time constraints, with one EFL teacher emphasizing the importance

of seizing relevant opportunities within the curriculum. One teacher explains that: "As an EFL teacher, I strive to incorporate intercultural learning opportunities whenever relevant and feasible within the scope of my curriculum." (see Appendix C).

Among the seven teachers, three respondents view the oral expression module as conducive to incorporating intercultural lessons due to its flexibility, enabling them to enhance learners' intercultural knowledge through additional activities. Conversely, one teacher integrates intercultural content into the history course, while another mentions that: "Sometimes in the grammar course but not in other courses like; linguistic schools, in research methodology, I don't really focus on intercultural knowledge". (see Appendix C). Notably, two teachers consistently incorporate cultural aspects to enhance learners' intercultural understanding.

Surprisingly, one of them provides a thorough explanation of his/her integration of intercultural knowledge into English lessons. This integration involves various strategies such as incorporating cultural examples, discussions, and activities into daily or weekly lessons, designing thematic units dedicated to intercultural learning, scheduling these units throughout the academic year, allocating specific sessions for cultural reflection, and utilizing authentic materials and resources from diverse cultural contexts. This approach aims to provide students with a rich and immersive experience in understanding and appreciating different cultures, fostering intercultural dialogue, and encouraging reflection on their own cultural identities. This aligns with students' feedback, where eighty-nine students noted occasional or rare inclusion of cross-cultural aspects by their teachers. (see Table 3.15). Overall, while some teachers face challenges in integrating intercultural knowledge, learners remain aware of the diverse cultural insights shared in their lessons.

Question Seven: Do you use films as a pedagogical tool?

The aim behind this question is to infer the teachers' real-world application of using films as an educational tool. The previous question provides insight into their general attitudes and beliefs, while this question allows you to determine if their opinions align with their actual teaching practices.

Four teachers out of twelve report that they do not use films in their classrooms. This might suggest that these respondents lack experience with this type of media. The rest of the participants confirm their use of movies in their EFL classes. However, two of them point out that their use of this tool was highly effective when they taught oral expression modules. One teacher emphasizes that it was extremely time-consuming to use films with other courses like linguistics, stating: "when I teach linguistic module, I cannot use the film in order to demonstrate the definition of linguistics or certain theories in relation to linguistics, certain components related to linguistics". (see Appendix C). The teacher finds film incorporation time-consuming and limited in application, arguing that films may not effectively demonstrate core linguistic concepts due to their lack of direct representation of technical definitions or complex theories.

Furthermore, one participant appreciates the use of films, considering them as a rich source of authentic language use and cultural information that greatly improves the learning experience for EFL learners in the English department.

Question Eight: If yes, is there any changes in students' intercultural knowledge?

This question serves as a follow-up to the previous inquiry (Q7), aiming to investigate whether teachers who used films as a teaching tool observed any changes in students' intercultural knowledge. Five teachers note a significant impact when incorporating films, citing increased student engagement with the target culture, enhanced understanding of

practices, norms, values, and heightened awareness of cross-cultural differences and similarities. Moreover, one participant adds that films efficiently deliver a wealth of information in a concise timeframe. Another interviewee emphasizes that the transformations occurred organically through exposure to a variety of cultural materials, noting that: "without formal measurement or analysis. Instead, I gauge these changes through verbal interactions with students, without utilizing questionnaires or personal interviews." (see Appendix C).

Two participants mention a lack of focus on observing learners' intercultural knowledge. Yet, acknowledge that the implementation of movies made learners highly interested in exploring various cultures. One emphasizes developing learners' cultural awareness over intercultural knowledge. Notably, one teacher shares a detailed explanation of the challenges encountered in fostering intercultural knowledge among his/her students despite the widespread use of films/videos as educational aids. This educator explains how reluctance or lack of motivation can hinder student engagement with intercultural content, citing factors like fear of misunderstanding, discomfort with unfamiliar cultures, and varying levels of interest. This indicates the importance of recognizing individual learning preferences and styles, suggesting that some students may require different approaches or additional support to effectively engage with intercultural content presented through films.

Question Nine: How important do you think is it for EFL learners to be exposed to diverse cultural perspectives through films?

All teachers without exception agree the exposure to diverse cultural perspectives through films is extremely important. This indicates a strong consensus among teachers regarding the significance of exposing students to diverse cultures for enhancing intercultural knowledge. One participant highlights the effectiveness and memorability of this method, as it helps learners retain information. Furthermore, another teacher adds that learning cultural heritage of other cultures allows students to build better relationships with native speakers, and

they emphasize: "Taking culture into consideration lessens the impact of a cultural shock when learners visit the target country." (see Appendix C).

A respondent points that comprehending the culture, help students understand the context in which the language used. Unlike the mentioned positive responses, three interviewee teachers believe that exposure to cultural perspective is not the main concern of the teaching-learning process. They acknowledge the method's significance in expanding learners' knowledge and fostering positive perspectives. Nevertheless, they caution that such exposure may pose a threat to learners' mother culture, and highlight the complexities that can arise from films, such as stereotyping, bias, and religious issues. As a result, these teachers emphasize that exposure to various cultural perspectives should go hand in hand with rising learners' cultural awareness.

In a nutshell, most teachers' responses align with Master One students' feedback that exposure to various cultures raise awareness of their own cultural identity, and fosters empathy and tolerance towards the target culture. (see Table 3.20).

Question Ten: What challenges do you think can be faced when using films to teach intercultural knowledge in EFL classes?

The twelve teachers provide a variety of insights into the challenges faced when using films to teach intercultural knowledge in EFL classes. They can be summarized as following:

- Several teachers mentioned the film's language level potentially being too advanced for students' current proficiency.

- Issues were raised about films containing sensitive cultural aspects that might conflict with students' backgrounds, principles, or beliefs.

- Finding films that fit the curriculum objectives and target the specific cultural knowledge you want to teach can be difficult.

− Integrating film activities effectively within limited class time was a common concern.

− Some teachers felt the concept of intercultural knowledge might be complex for students to grasp fully from a film alone.

− Encouraging students to ask questions or participate in discussions during or after the film was seen as a challenge.

− Reliable access to technology for displaying films was mentioned as a potential problem.

− Managing noise and engagement in large classes can be difficult when using films.

− Some teachers emphasized the importance of choosing films that portray cultures accurately and avoid stereotypes.

Overall, the teachers acknowledge the potential of films for intercultural learning but recognized the need for careful planning and consideration of various challenges. These challenges can be categorized into issues related to content selection, student engagement, technical limitations, and ensuring culturally sensitive learning.

3.2.4.2. Summary of Results and Findings from Teachers' Interview

The analysis of the collected data from the teachers' interview lead to pointing out several results that turn around the following ideas:

− All 12 teachers surveyed confirmed using audiovisual media as a pedagogical tool in their EFL classrooms, with the specific tools varying from traditional materials like blackboards and charts to modern ones like data projectors, PowerPoint slides, and online platforms. Teachers use audiovisual media for various purposes such as maintaining student attention, enhancing information retention, and addressing challenges faced by EFL learners like lack of motivation and exposure to the target language.

− The teachers unanimously agreed that using films as an audiovisual teaching tool is effective for language learning and cultural comprehension. Films were praised for capturing students' attention, providing authentic language learning experiences, stimulating critical thinking, and promoting multidisciplinary learning. However, some teachers viewed using films as time-consuming, especially in courses like linguistics.

− All teachers agreed that incorporating films in EFL classes helps students learn about different cultures by exposing them to the language, customs, traditions, and societal norms of various cultures. Films were seen as valuable resources for capturing essential cultural patterns and broadening cultural awareness.

− The teachers concurred that audiovisual media are effective in fostering EFL learners' intercultural knowledge, especially when accompanied by classroom discussions. However, the frequency of lessons promoting intercultural knowledge varied among teachers, with some rarely addressing it due to factors like fixed curricula and time constraints.

− While some teachers faced challenges in integrating intercultural knowledge, learners remained aware of the diverse cultural insights shared in their lessons. The challenges mentioned by teachers included finding appropriate films, managing class time, and ensuring culturally sensitive learning.

− All teachers recognized the value of using audiovisual media, particularly films, for enhancing language learning, cultural comprehension, and intercultural knowledge among EFL learners. However, they also highlighted the need for careful planning and consideration of various challenges to effectively integrate these tools into their teaching practices.

The interviewees' point of view confirm, on one hand, the findings of the theoretical part and, on the other hand, the hypothesis of the study: Exposure to audiovisual-based media, mainly films has a positive association with EFL learners' intercultural knowledge.

RESEARCH IMPLICATIONS

1. Pedagogical Implications

Incorporating multimedia tools, such as videos, television shows, podcasts, documentaries, and audiovisual aids, into EFL classrooms can significantly enhance learners' intercultural awareness and language learning. By using these tools to provide authentic situations of language use, learners can gain exposure to diverse cultural contexts and develop their ICC. This approach helps learners to improve their ability to communicate effectively across cultures.

Providing EFL teachers with training and resources to effectively integrate multimedia tools and cultural knowledge into their teaching practices is essential. Teachers should be equipped with the skills and confidence to use multimedia tools to enhance intercultural awareness and language learning. By sharing best practices and experiences, teachers can also learn from one another and refine their approaches to teaching IC.

Encouraging learners to explore different cultural contexts through independent learning activities can help them develop their autonomy and self-directed learning skills. This can include providing learners with resources and materials that allow them to explore various cultural contexts on their own, such as watching documentaries or listening to podcasts. By encouraging learner autonomy, teachers can help learners develop their critical thinking and problem-solving skills, as well as their ability to adapt to new situations and contexts.

Using multimedia tools to present real-life scenarios and cultural contexts can enable learners to develop practical skills for navigating cross-cultural encounters. By presenting learners with authentic situations and cultural contexts, teachers can help learners develop the

ability to apply their intercultural knowledge in real-life situations. This approach can also help learners develop problem-solving skills and become more effective communicators in diverse cultural settings.

Conducting ongoing research to evaluate the effectiveness of audiovisual-based media in enhancing EFL learners' intercultural knowledge and language learning is essential. By continuously evaluating the impact of multimedia tools on language learning and IC, teachers can refine their approaches and ensure that they remain relevant and effective. This ongoing research can also help identify areas for improvement and inform targeted instruction to ensure that learners are equipped with the necessary cultural skills for effective cross-cultural communication.

LIMITATIONS OF THE STUDY

Numerous issues hindered the proper execution of the current research. The following is a list of these challenges.

A few teachers have returned calls and expressed their sincere regret for missing the interview for personal reasons. while some choose to ignore them and fail to appear. The representativeness of the sample is impacted by the fair proportion of teachers who rejected to participate in the interview. There is no compelling explanation seems to exist for why some educators choose to ignore such a crucial problem.

By the conclusion of the session, the questionnaire had been delivered in most cases. Some teachers find it annoying to be interrupted when they are handing out questionnaires to students. Thus, they didn't allow them enough time to complete it. Teachers gave the questionnaire to the students in the final moments, but some did not even bother to distribute it; instead, they simply departed the classroom.

In terms of limits, time constraints make up a significant amount. Three months is actually insufficient to monitor learners' intercultural understanding. The current study was

really intended to include an experiment, however owing to deadlines and time restrictions, it was not able to conduct an experiment with the students.

RECOMMENDATIONS FOR FURTHER RESEARCH

In light of the study's findings and limitations, many recommendations are suggested. While it is true that intercultural knowledge cannot be quantified, conducting an experiment on this subject using a quantitative approach would yield more accurate and reliable findings than utilizing a questionnaire for students. Additionally, Films can be used in additional research to examine the impact of different variables.

Ethically speaking, teachers and students are supposed to answer the questionnaires, and to take part in the interviews in a sincere manner. Unfortunately, this was not the case while conducting the present research. That is why, it is highly advised that educators and students investigate the causes of their lack of interest in having students report data about their opinions and impressions.

Conclusion

The results of the students' questionnaire show a clear and substantial correlation between the learners' intercultural understanding and the audiovisual-based media. It demonstrates that students would rather learn using current materials that enhance their learning experience. It also demonstrates how some EFL teachers are utilizing films as a teaching tool, which aids students in developing their intercultural knowledge on an innate level. Positive insights on audiovisual-based media and learners' intercultural understanding are revealed by the teachers' interview. In their efforts to advance and include intercultural knowledge and audiovisual-based media into their teaching, the subjects of the interviews appear to support both of these concepts. An important lack of films is also noted in the interview, along with a number of other issues that make it difficult to produce quality films.

Instructors continue to maintain that films would undoubtedly increase students' international awareness despite this stark deficiency and the other challenges they face.

GENERAL CONCLUSION

This investigation examines the relationship between films and EFL learners' intercultural knowledge. The research employs a two-phase approach: Theoretical Phase (Chapters 1 and 2), This phase establishes a solid foundation by delving into the concepts of audiovisual media, specifically focusing on films, and intercultural knowledge. Chapter 1 likely addresses the definition and history of audiovisual media in education, exploring its characteristics, limitations, and types. It then delves deeper into films, examining their definition, historical context, genres, use in education, advantages, limitations, and characteristics. Finally, it establishes the link between audiovisual media (particularly films) and intercultural knowledge. Chapter 2 focuses on intercultural knowledge, exploring its conceptual meaning, history, components, approaches, elements, theoretical stances, and its importance in learning. It likely concludes by discussing the factors influencing intercultural knowledge and the relationship between audiovisual-based media and intercultural knowledge. Chapter 3 aims to gather practical data. It analyzes data from questionnaires administered to students and interviews conducted with teachers. This analysis enriched the research by providing insights from both learners and educators regarding their views, perceptions, and experiences with using films to enhance intercultural knowledge in EFL classes.

The results and findings driven from both students' and teachers' feedbacks suggest a positive relationship between films and EFL learners' intercultural knowledge. This two-phased approach strengthens the findings by combining a strong theoretical grounding with real-world perspectives from teachers and learners. While the research indicates that films can be a valuable tool for enhancing EFL learners' intercultural knowledge, it's important to acknowledge that fostering this knowledge is a collaborative effort. Learners' autonomy and self-dependence are crucial factors alongside effective use of films within the classroom

setting. Further research can explore specific instructional strategies for utilizing films, learner

engagement techniques, and potential challenges associated with this approach.

REFERENCES

Akharraz, M., & Tamer, Y. (2021). Culture teaching in Moroccan EFL secondary schools. *International Journal of Language and Literary Studies, 3 (2),* 127-144.

Benattabou, D. (2020). Developing students' intercultural competence among Moroccan EFL students: Focus on raising their cross-cultural awareness. *International Journal of Language and Literary Studies*, *3 (2),* 43-56.

Bennett, J. M. (Ed.). (2015). *The SAGE encyclopedia of intercultural competence*. Sage Publications.

Bennett, J.M. (2008). *On becoming a global soul. In V.Savicki*. Developing Intercultural Competence and Transformation: Theory, Research and Application in International Education (pp. 13–31). Sterling: Stylus.

Blasco, P. G., Moreto, G., Blasco, M. G., Levites, M. R., & Janaudis, M. A. (2015, December 30). "Education through Movies: Improving teaching skills and fostering reflection among students and teachers." *Journal for Learning Through the Arts.* https://doi.org/10.21977/d911122357

Britannica, T. Editors of Encyclopedia (2018, November 23). Audiovisual Education. *Encyclopedia Britannica*. https://www.britannica.com/topic/audiovisual-education

Brown, H. D. (2000). *Principles of language teaching and learning*. New York: Longman

Byram, M. (1989). *Cultural studies in foreign language education* (Vol. 46). Multilingual Matters.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence.* Clevedon: Multilingual Matters.

Byram, M. (1998). *Language learning in intercultural perspective*. Cambridge University Press.

Byram, M. (2000). Assessing intercultural competence in language teaching. *Sprogforum, 18* (6), 8-13.

Byram, M. and Fleming, M. (1998). *Language learning in intercultural perspective: approaches through drama and ethnography*. Cambridge: Cambridge University Press.

Chang, Y. (2012, January 1). A tentative analysis of English film translation characteristics and principles. *Theory and Practice in Language Studies*, *2*(1). https://doi.org/10.4304/tpls.2.1.71-76

Colbert, P. J. (2010). Developing a culturally responsive classroom collaborative of faculty, students, and institution. *Contemporary issues in education research (CIER),* 3 (9), 17-26.

Damen, L. (1987*). Culture Learning: The fifth dimension in the language classroom*. Addison Wesley Publishing Company.

Davis, M. (2016, February 17). Oscar week special: 7 Teaching resources on film literacy. Edutopia. https://www.edutopia.org/blog/academy-awards-film-literacy-resources-matthew-davis

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of studies in international education*, 10 (3), 241- 266.

Dema, O., & Moeller, A. K. (2012). *Teaching culture in the 21st century language classroom.* University of Nebraska-Lincoln.

Dirks, T. (2016). *Greatest films - the best movies in cinematic history.* Filmsite.org.

Fantini, A. E. (1997). Language: Its cultural and intercultural dimensions. *New ways in teaching culture*, 3 (5).

Fantini, A. E. (2000). A central concern: Developing intercultural competence. *SIT Occasional Paper Series,* 1, 25-42.

Fassbender, R. (2009). *Using New Media in the Task-based German Conversation Classroom*. Universal-Publishers.

Fjällström, E. (2010). *Film and streaming media as resources in English teaching.* DIVA. http://www.diva-portal.org/smash/record.jsf?pid=diva2%3A1029277&dswid=-3417

Goctu, R. (2017, May 19). Using movies in EFL classrooms. *European Journal of Language and Literature*, *8*(1), p. 121. https://doi.org/10.26417/ejls.v8i1.p121-124

Goodenough, W. H. (1957). *Cultural anthropology and linguistics*. Bobbs-Merrill.

Guilherme, M. (2000). Intercultural competence. In, M. S. Byram (Ed.), M. *Routledge Encyclopedia of Language Teaching and Learning* (pp. 298-300). London and New York: Routledge Taylor and Francis Group.

Hall, G. (2017). *Exploring English language teaching: Language in action (2nd ed.).* Routledge. https://doi.org/10.4324/9781315193380

Harmer, J. (2001). Teaching with video. In J. Harmer, *The Practice of English Language Teaching* (3rd ed., p. 282). Pearson Education ESL.

Hesan, M., Setiawan, S., & Munir, A. (2019). Integrated components of intercultural competence in English language teaching at college: case study. *IJET (Indonesian Journal of English Teaching), 8 (1),* 72-80. DOI: 10.15642/ijet2.2019.8.1.72-80.

Hiller, G. G., & Woźniak, M. (2009). Developing an intercultural competence programme at an international cross-border university. *Intercultural Education*, *20 (1*), S113-S124.

Ismaili, M. (2013). The Effectiveness of Using Movies in the EFL Classroom: A Study Conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, *2*(4), 121-132. https://doi.org/10.5901/ajis.2012.v2n4p121

Istanto, W. (2009, December). "The Use of films as an innovative way to enhance language learning and cultural understanding." *Electronic Journal of Foreign Language Teaching*, *6*(1), 278–290.

Kabooha, R. H. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching*, *9*(3), pp. 248-267. https://eric.ed.gov/?id=EJ1095569

Kapur, S. (2021). Audiovisual materials-different types [Lecture notes]. Studocu.

Kean, A. C., & Kwe, N. M. (2014). Meaningful learning in the teaching of culture: The project-based learning approach. *Journal of Education and Training Studies, 2 (2),* 189-197.

Keats, G. (1978). *An integrated approach to multicultural education* (Doctoral dissertation, Keats).

Kim, Y.Y. (2001). Becoming intercultural: An integrative theory of communication and cross-cultural Adaption. *International Journal of Intercultural Relations, 1* (26), 113-117.

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford university press.

Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford, England: Oxford University Press.

Kramsch, C. (1998). *Language and culture.* Oxford: Oxford University Press.

Kramsch, C., & Zhu Hua. (2016). Language, culture, and language teaching. In G. Hall (Ed.), *Routledge Handbook of English Language Teaching* (pp. 38-50). London: Routlege.

Kramsch, C., Cain, A., & Murphy-Lejeune, E. (1996). Why should language teachers teach culture? *Language, Culture and Curriculum*, 9 (1), 99-107.

Lange, D. L. (1998). The Teaching of Culture in Foreign Language Courses.

Lange, D. L. (2003). Future directions for culture teaching and learning: The implications of the new culture standards and theoretical frameworks for curriculum, assessment, instruction, and research. In D. L., Lange, & R. M., Paige (Eds.). *Culture as the Core: Perspectives on Culture in Second Language Learning* (pp. 337-354). Greenwich, CT: Information Age.

Lessard-Clouston, M. (1996). Chinese teachers' views of culture in their EFL learning and teaching. *Language, Culture and Curriculum, 9* (3), 197-224.

Liskey, A. B. (n.d.). A Historical Perspective on the Rise of Educational Film in 20th Century America. https://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1040&context=celebrationofscholarship-grad

Lucido, P. I., & Borabo, M. L. (1997). *Educational technology.* Quezon City: Katha Publishing CO., INC.

Marquis, E., Wojcik, C., Lin, E., & McKinnon, V. (2020). Meaningful teaching tool and/or'cool factor'? Instructors' perceptions of using film and video within teaching and learning. *Journal of the Scholarship of Teaching and Learning*, *20*(1), 130-150. https://eric.ed.gov/?id=EJ1254306

Matsuo, C. (2012). A critique of Michael Byram's intercultural communicative competence model from the perspective of model type and conceptualization of culture. *Psychology 44*(2), 347-380.

McKee, R. (1997). *Story* (1st ed.). New York: ItBooks.

Merriam-Webster. (2024). *Merriam-Webster Dictionary*. Merriam-Webster.com; Merriam-Webster. https://www.merriam-webster.com/(accessed on 3March 2024).

Michel, E., Roebers, C. M., & Schneider, W. (2007). Educational films in the classroom: Increasing the benefit. *Learning and Instruction,* 17, 172-183. https://api.semanticscholar.org/CorpusID:144454632

Moran, P. R. (2001). *Teaching Culture: Perspectives in Practice*. Thomson learning. Boston: Heinle and Heinle.

Nhem, D. (2019). EFL Cambodian teachers' and learners' beliefs about communicative language teaching. *The Asian Journal of Applied Linguistics, 6* (2), 238-251.

Nhem, D. (2020). Culture and ELT: Cambodian teachers' perception and practice of textbook adaptation to realize intercultural awareness. *Journal of English Language Teaching. 9* (1).

Nur, S. (2016, June 10). Increasing students' cultural awareness by using film in teaching cross-cultural understanding. *CORE*. 371-373.

O'sullivan, T., Hartley, J., Saunders, D., Montgomery, M., & Fiske, J. (1994). *Key concepts in communication and cultural studies*.

Penbek S., Yurdakul, D., & Cerit, A. G. (2009). Intercultural communication competence: A study about the intercultural sensitivity of university students based on their education

and international experiences. *European and Mediterranean Conference on Information systems, Izmir.*

Perry, L. B., & Southwell, L. (2011). Developing intercultural understanding and skills: Models and approaches. *Intercultural education*, *22*(6), 453-466.

Podolskiy, O. (2012). Audiovisual Learning. In N. M. Seel (Ed.), *Encyclopedia of the Sciences of Learning* (pp. 1–317). Springer eBooks. https://doi.org/10.1007/978-1-4419-1428-6_317

Rebhorn, M. (1987). Hollywood Films as a Teaching Tool. https://eric.ed.gov/?id=ED286815

Reiser, R. A. (2001). A history of instructional design and technology: Part I: A history of instructional media. *Educational technology research and development*, *49*(1), 53-59. https://link.springer.com/article/10.1007/BF02504506

Risager. K. (1998). Language teaching and the process of European integration. In M. Byram &M. Fleming (Eds.), *Language Learning in Intercultural Perspective: Approaches Through Drama and Ethnography* (pp. 242-254). Cambridge: Cambridge University Press.

Robinson, G. L (1985*). Cross-cultural understanding: Processes and approaches for Foreign*. Oxford: Pergamon.

Ruusunen, V. (2011). Using movies in EFL teaching: The point of view of teachers (Master's thesis). Jyväskylä; University of Jyväskylä.

Samovar, L. A., Porter, R. E., and Stefani, L. A. (2000). *Communication between cultures*. 82 Oxford: Pergamon.

Sampath, K., Pannerselvan, A., & Santhanam, S. (2007). *Introduction to educational technology* (5th Ed.). India: Sterling.

Scarino, A. (2009). Assessing intercultural capability in learning languages: Some issues and considerations. *Language Teaching*, *42* (1), 67-80.

Seelye. H. N. (1993). *Teaching culture: Strategies for intercultural communication* (3rd ed.). Lincolnwood, National Textbook Company.

Sharma, S. (2012). *Communication and educational technology in nursing*. Elsevier India.

Sharjeel, M., & Dadabhoy, K. (2012). Use of films for teaching social values in English classes at elementary level. *Journal of Elementary Education*, *23*(1), 41–52. http://pu.edu.pk/images/journal/JEE/PDF

Simões, A. V. (2021). Developing multilingual competence and cultural awareness through forms of non-formal learning: a contribution to sustainable employability, active citizenship and social inclusion. *European Journal of Education*, *4* (2), 93-107.

Spencer-Oatey, H. (2012). What is culture? A compilation of quotations. *GlobalPAD Core Concepts*. http://www2.warwick.ac.uk/fac/soc/al/globalpad/interculturalskills/

Steele, R. (1989). Teaching language and culture: Old problems and new approaches. *Georgetown University Roundtable on Languages and Linguistics*, 1989, 153.

Sun, L. (2013). Culture teaching in foreign language teaching. *Theory & Practice in Language Studies,* 3 (2)

Surya, J. (2023, August 1). Audiovisual: Definition, characteristics, functions, benefits, and purpose. *Sinaumedia.*

Thammineni, H., B. (2016, June). Movies supplement English classroom to be effective in improving students' listening and speaking skills—A review. *International Journal on Studies in English Language and Literature*, *4*, 35–37.

Thomas, R. M., & Kobayashi, V. N. (1987). *Educational technology–its creation, development and cross-cultural transfer* (1st ed.). Elsevier Ltd, Pergamon Press. 117-118.

Tirnaz, S., & Haddad Narafshan, M. (2018). Promoting intercultural sensitivity and classroom climate in EFL classrooms: The use of intercultural TV advertisements. *Learning, Culture and Social Interaction, 25*.https://doi.org/10.1016/j.lcsi.2018.10.001

Tomlinson, B. (2019). *Using Film and Media in the Language Classroom: Reflections on Research-led Teaching* (C. Herrero &; I. Vanderschelden, Eds.) Multilingual Matters. (pp. 37–45).

Toyoda, E. (2016). Intercultural knowledge, awareness and skills observed in a foreign language classroom. *Intercultural Education*, *27*(6), 505-516.

Truong, & Tran. (2013, December 11). Students' intercultural development through language learning in Vietnamese tertiary education: a case study on the use of film as an innovative approach. *Language and Intercultural Communication*, *14*(2), 207–225. https://doi.org/10.1080/14708477.2013.849717

Tylor, E. B. (1874). *Primitive Culture*. Estes & Lauriat: London. Digitalized by Internet Archive in (2007) with funding from Microsoft Corporation: https://archive.org/details/primitiveculture01tylouoft/page/n3/mode/2up?ref=ol&view=the

Verma, R. R. (1991). The concept of progress and cultural identity. *Culture and Modernity: East-West Philosophical Perspectives*, 526-534.

Verner, S. (2022). *Top 10 Ways to teach culture*. Busy Teacher: https://busyteacher.org/7080-top-10-ways-to-teach-culture.html.

Williams, G. (2010). *The Knowledge economy, language and culture*. Bristol: Multilingual Matters.

Xiang, C. H. (2018). *Cases on Audio Visual Media in Language Education. In Advances in Educational Technologies and Instructional Design (AETID) series.* IGI Global.10.4018/978-1-5225-2724-4 .ch007.

Yalcin, N. (2013). Using movies in language classrooms as means of understanding cultural diversity. *Epiphany*, *6*(1), 260–271.

Yang, X., & Chen, D. (2016). Two barriers to teaching culture in foreign language classroom. *Theory and Practice in Language Studies*, 6 (5), 1128.

Young, R. (2023). Benefits of Audiovisual Technology in Modernizing Classroom Learning. Retrieved from https://blog.rjyoung.com/audio-visual-technology/benefits-of-audio-visual-technology-in-modernizing-classroom-learning

Yoshitomi, A., Umino, T., & Negishi, M. (2006). *Readings in second language pedagogy and second language acquisition: In Japanese context*. John Benjamins Publishing Company.

Students' Questionnaire

Dear students,

You are kindly invited to respond this questionnaire, which investigates the relationship between audiovisual-based media (Films) and EFL learners' intercultural knowledge.

Kindly note that this questionnaire is entirely anonymous and confidential. Would you answer all questions honestly and to the best of your ability.

Thank you for your collaboration

Administered by:

Ms. Harrat Ala

Ms. Namous Rima

Department of Letters and English Language

University of 8 May 1945-Guelma

Section One: General Information

1. How long have you been studying English?

………………………………………………………………

2. Have you lived or traveled in an English-speaking country before?

Yes, lived abroad	
Yes, traveled abroad	
No	

Section Two: Audio-Visual based Media

3. Do you enjoy watching films in general?

Yes, a lot	
Yes, sometimes	
No	

4. How often do you watch films in English?

Daily	
Weekly	
Monthly	
Rarely	

5. Do you think watching films can help you understand cultural differences better than textbooks?

Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	

6. Do you believe that exposure to different cultures can enhance your language skills?

Yes, significantly	
Yes, to some extent	
No	

7. If yes, say why

……
……
……

8. How important do you think cultural understanding is in language learning?

Very important	
Important	
Somewhat important	
Not important	

9. Have you noticed an improvement in your English idiomatic expressions and phrases

after watching English-language films?

Yes, a lot	
Yes, a bit	
No	

10. Do you feel more confident in speaking English after watching films?

Yes, much more confident	
Yes, slightly more confident	
No change	

11. Has watching films helped you with listening comprehension in English?

Yes, significantly	
Yes, to some extent	
Not really	

12. Do you find it easier to remember idioms and cultural expressions when learning through films?

Yes, visual context helps	
No, prefer traditional methods	
Sometimes	

Section Three: Intercultural Knowledge

13. Do you appreciate lessons that incorporate aspects of different cultures?

Yes	
No	

14. How can you describe your intercultural knowledge?

Very good	
Good	
Very bad	
Bad	

15. How often do your teachers integrate aspects of other cultures?

Always	
Sometimes	
Rarely	
Never	

16. Have you ever noticed any stereotypes about different cultures portrayed by films used inside the classroom to learn English?

Yes	
No	

17. Are there cultures that are better represented in films than others?

Yes	
No	

18. Do teachers always critically analyze the stereotypes presented in films?

Yes	
No	

19. Have you ever discussed cultural aspects portrayed in films with others?

Yes frequently	
Sometimes	
No	

20. According to you, what is the most important benefit of being exposed to intercultural

knowledge?

To enrich your intercultural knowledge	
To decrease stereotypic perceptions	
To raise the awareness of your own cultural identity and background	
To foster intercultural empathy for a more peaceful world	
All of the above	

Other suggestions please specify,

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

21. According to you, why is intercultural knowledge important for effective communication with people from other cultures?

Because it provides you with a better understanding of your own culture as well as other different cultures around the globe	
Because it helps you to adapt to new environments and prevent culture shock wherever you travel	
Because intercultural knowledge is the axis and the key for effective intercultural communication	
All of the above	

Other suggestions, please specify:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………...

22. Have films changed your perceptions about other cultures?

Yes, significantly	
Yes, to some extent	
No	

23. How do you think exposure to diverse cultures through films can benefit your personal growth?

Enhances empathy and understanding	
Broadens worldview	
Raises tolerance towards other cultures	
Decrease stereotypes	

Other suggestions, please specify:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

24. Has watching films made you more curious about exploring different cultures firsthand?

Yes definitely	
Maybe	
Not really	

25. To what extent do you agree or disagree that Films are an effective tool to develop EFL learners' intercultural knowledge?

Strongly agree	
Agree	
Strongly disagree	
Disagree	

Section Four: Further Suggestions

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Thank you again for dedicating the time to participate in this survey as well as for the valuable feedback you provided.

Teachers' Interview

Dear teacher,

Our research is about investigating the relationship between Audiovisual-Based Media and EFL learners' Intercultural Knowledge. This interview will be of pivotal importance to our investigation as it will provide us with some answers about the topic in question. You are kindly invited to take part in this short interview which will be recorded based on your permission.

Questions:

1. Do you use Audio-visual media as a pedagogical tool in your EFL classroom?

2. What type of tools do you use?

3. What do you think of using films as a pedagogical tool?

4. Do you think using films in EFL classes can help students learn about different cultures?

5. Do you think audiovisual-based media is effective to develop EFL learners' intercultural knowledge?

6. How often do you make lessons that promote learners' intercultural knowledge?

7. Do you use films as a pedagogical tool?

8. If yes, is there any changes in students' intercultural knowledge?

9. How important do you think is it for EFL learners to be exposed to diverse cultural perspectives through films?

10. What challenges do you think can be faced when using films to teach intercultural knowledge in EFL classes?

Thank you for your cooperation

Teachers' Interview Transcriptions

Respondent 1

Q1: Yes, sometimes.

Q2: Computer and data show.

Q3: Very interesting and effective as they enable learners to see and feel the target culture.

Q4: Yes, I strongly agree.

Q5: Yes.

Q6: Rarely due to the nature of the module.

Q7: No.

Q8:

Q9: Highly important.

Q10: Materials and time.

Respondent 2

Q1: Yes, I do.

Q2: I often use loud speakers and Data shows.

Q3: I teach literature, and I find using films helpful when it comes to teaching literary plots via adaptations.

Q4: Of course, teaching EFL sometimes can be made easier by introducing the foreign culture to students through movies or films.

Q5: Yes, I believe it is. Especially when followed by classroom discussion.

Q6: Very often.

Q7: Short films only.

Q8: They tend to help.

Q9: It is important.

Q10: Using time consuming films can be a challenge. Also, choosing the content sometimes can be challenging.

Respondent 3

Q1: Yes, I used audio visual media as a pedagogical tool.

Q2: I used mobile to watch a video.

Q3: Using films as a pedagogical tool can be incredibly effective. They provide a visual and engaging way to explore various topics, historical events, cultural contexts, and complex themes.

Q4: Yes of course, Watching films from various countries allows students to get involved in the language, customs, traditions, and societal norms of different cultures.

Q5: It is very effective and helpful for students to get a better understanding about different cultures.

Q6: My module is not about intercultural knowledge but sometimes I open a discussion about it and advise them to watch videos.

Q7: I didn't use it yet.

Q8:

Q9: I think it's incredibly important for EFL learners to learn about cultures through films because it will be more clear, understood and memorable so it will be easy for them to recall the information when they need it.

Q10: the challenges that may face students when using films is the language which can be difficult for their level or maybe some sensitive culture that could be normal in other countries but not in our country or maybe the fact that films consume a lot of time in the classroom.

Respondent 4

Q1: Yes, when required.

Q2: Video tapes, data show.

Q3: Yes, they can be very useful.

Q4: Yes, sure.

Q5: Yes, of course.

Q6: Sometimes.

Q7: Not yet, but I am thinking of using them.

Q8:

Q9: Very important, as much as it is possible.

Q10: I think that the challenge can be in the selection of the film itself. The teacher has to be very careful when choosing the film that suits the needs of his students without affecting their original culture negatively.

Respondent 5

Q1: Yes, for sure I use them, of course not always, but depends on the objectives I have from the class itself.

Q2: I would show them different types of videos, they could be educational, documentary, political, or other types concerning the main topic of the class.

Q3: Using films is very efficient when it comes to achieving many objectives. Like enhancing listening skills, prediction skills, pronunciation, speaking and even vocabulary.

Q4: For sure it will, we can hit two birds by one stone; we can do the task concerning the objects, and at the same time broadening the horizon of students' awareness about other cultures.

Q5: Yeah, of course. Especially we have many resources to get tools from media, but at the same time it shouldn't be the only way to develop their intercultural knowledge, we can use reading as well or even open speaking sessions.

Q6: Well, that depend on the goals I have for this week or this month. But in general I don't abandon promoting students' intercultural knowledge.

Q7: Yeah, for sure.

Q8: Of course, there would be a big change, I see films are more effective than other ways, because they could draw the attention of students and make them more engaged with the information.

Q9: Well, it is a nice thing to do, but at the same time I see it's not the main concern of teaching-learning process, in other words, I see there are many other things which could enhance EFL and make learning better.

Q10: very lovely question, we could have many challenges: The content of such films could contradict with some principles of the students' culture. Additionally, not all of them could be useful and beneficial to the level of the students. They could be boring, not interesting, or even difficult to understand. And they should meet the needs of students when it comes to the targeted language, what they want to know and learn.

Respondent 6

Q1: Yes.

Q2: Videos, Online Platforms, and Podcasts and Audio Recordings.

Q3: Using films as a pedagogical tool can be highly effective in an EFL classroom, but its usefulness does indeed depend on the type of movie chosen and how it is integrated into the lesson plan.

Q4: Absolutely, using films in EFL classes can be an excellent way to help students learn about different cultures since they provide a rich source of cultural elements, including language, customs, traditions, societal norms, and values.

Q5: Certainly, audio-visual-based media can be highly effective in developing intercultural knowledge among EFL learners.

Q6: Making lessons that promote learners' intercultural knowledge is indeed important, but the frequency can vary depending on factors like the specific module being taught, the syllabus

requirements, and time constraints. As an EFL teacher, I strive to incorporate intercultural learning opportunities whenever relevant and feasible within the scope of my curriculum.

Q7: Yes, I do use films as a pedagogical tool in my EFL classes but only rarely.

Q8: Yes, there are likely to be changes in students' intercultural knowledge as a result of incorporating films into the classroom. These changes occur organically through exposure to diverse cultural content, without formal measurement or analysis. Instead, I gauge these changes through verbal interactions with students, without utilizing questionnaires or personal interviews.

Q9: highly important.

Q10: When using films to teach intercultural knowledge in EFL classes, several challenges may arise. These include managing time constraints and adhering to the syllabus while still incorporating film-based activities effectively. Additionally, finding the right film that aligns with the curriculum objectives, language proficiency level of students, cultural sensitivities, and educational content can be a complex task.

Respondent 7

Q1: Yes, I guess sometimes I use them.

Q2: Concerning the tools that I have used. It has to do with the data show to present the lesson within PowerPoint presentations or the use of my mobile to show some pictures as illustrations and exemplifications for the lesson.

Q3: Yes, concerning the use of films it can fit for some modules.

Q4: Yes, I agree that the use of films help students to get to know other cultures, because in these films they can. First of all, before learning about the other culture, they can be exposed to the language in relation to that culture, then they get exposed to the components of that

culture. For example, through films they can know how people, what people eat, how they dress, they can also know about their official occasions, they can know about their way of life, they can know about their buildings, about their style, and decoration of their homes, about how they treat each others, about how they conceptualize certain issues.

Q5: Yes, I agree that the use of visual media, it can help to develop intercultural knowledge and all what I have said concerning the use of films and their advantages, it can also be applied on visual media.

Q6: Making the lessons that promote learners' intercultural communication or intercultural knowledge. I think that it is related to the module that the teacher is going to teach to his students. For example, there are certain modules in which you have a fixed syllabus and you must follow it. And there are other modules in which sometimes you can have a choice. For example, in the oral expression module, you can add lessons, you can add activities that promote learners' intercultural knowledge.

Q7: I have used films, when I have taught oral expression module only. But for the other modules, they were time consuming and the syllabus does not allow you to use the films in order to teach certain concepts. For example, when I teach linguistic module, I cannot use the film in order to demonstrate the definition of linguistics or certain theories in relation to linguistics, certain components related to linguistics.

Q8: Yes, I have noticed a change within my students' intercultural knowledge after the use of films, and I can deduce that there is an impact of these films on their intercultural knowledge to a certain extent.

Q9: I think that it's important to get exposed to diverse cultural perspectives, because through that learners they can widen their knowledge and they can grasp the positive perspectives from others' cultures like; appreciation of time in the other cultures. So this is something positive

that the learners they can learn through that exposure. But I want here to highlight the point that when they get exposed to the other cultures, there would be a threat on their own cultural identity. Here I want to stress the point that they must get that exposure but not to the extent that they lose their cultural identity and would forget about it and they would melt in the other culture. So cultural awareness must be there within that exposure to diversity of cultural knowledge, and there must be a balance within that equivalence. Within that exposure, or hand in hand with that exposure, there must be students' awareness and students' balance in relation to that exposure.

Q10: Concerning the challenges, it would be time consuming, it cannot fit in large classes, students can turn to make noise, also this intercultural knowledge, it may sound to be complex for our students, or our students would find it difficult to get the full picture about it. Also, the teacher must avoid exposing intercultural knowledge that is against our religion or against our social principles in our society.

Respondent 8

Q1: Yes, to a certain extent and this depends on the course that I teach.

Q2: Videos, basically Youtube videos, and some audios that's it.

Q3: I guess they are effective as a pedagogical tool, they might be useful to a good extent.

Q4: Absolutely yes, because films are considered as one of the elements that reflect culture, so when students deal with films in the classroom, they would absolutely have good cultural knowledge let's say.

Q5: Yes, the same idea that I already mentioned in question four, audiovisual-based media is highly effective develop EFL learners' intercultural knowledge why, because when exposed to audiovisual material and it has to be of course authentic material, they would enhance their

intercultural knowledge, they would have knowledge about many cultures, or at least the target culture which is English in our context.

Q6: In fact, I have worked on this issue only twice I guess when I taught oral expression course. And sometimes in the grammar course but not in other courses like; linguistic schools, in research methodology, I don't really focus on intercultural knowledge in all courses. So I might say sometimes.

Q7: Now I'm not using films, but I have used them before in the oral expression course.

Q8: Again, I have not focused on the observation of learners' intercultural knowledge. But I noticed that watching films or using films as a pedagogical tool made students more interested in cultures, as if I tried to develop the cultural awareness of students. I worked with second year students and I noticed what I'm talking about now. This experience has like five years ago I guess, this is my experience in using films. I tried to enhance learners' cultural awareness not intercultural knowledge. Students had limited interest knowledge regarding cultural not intercultural.

Q9: This is very important why, because when exposed to cultural perspectives either through films or through other media/tools, they would develop many aspects of culture; awareness, knowledge, tolerance, and competencies.

Q10: In fact, there are a lot of challenges at different levels, if I look at the technical level which is our absolute problem here in the department of English at the university of Guelma. we always have this problem of internet, the problem of the projector or the data show. Another problem could be some cultural aspects, I mean some aspects of the target culture may not be tolerated by all students, sensitive especially religious things or sexual things, students might not tolerate all aspects of the culture why, because simply they lack multiculturalism I guess.

Another challenge might be the lack of time, or the nature of the course taught might not allow doing so.

Respondent 9

Q1: Yes, I do. Generally, I do. Specifically, in oral expression and when I teach civilization, courses of history it is very important to use the audiovisual media; data projectors, movies, and documentaries.

Q2: The medium is the data projector, sometimes the mobile, sometimes I send videos, documentaries to students via the platform. Generally, I prefer documentaries especially in history, because of the reliability of the documentary that's why I opt, or I prefer opting for documentaries.

Q3: Yes, it's very important to use films for EFL classes. Because the film or the movie is about a material, cultural material, pedagogical material, linguistic material, it is going to help students enormously.

Q4: Yes, for sure. I think it helps very much to promote the intercultural knowledge, basically because films are not only about language, are not only linguistic tools, rather they are carrying out important cultural patterns that we get either through communicating directly with native speakers or through getting exposed to their media.

Q5: Yes, of course. It is very effective.

Q6: Depending on the course itself, if it's oral expression yes I do, generally very often I use the films. if it is history not very often but sometimes. For example, if grammar I don't need to use films to teach grammar, it depends here on the course.

Q7: Yes, I do.

Q8: Generally, I do not assess the intercultural development, I do not assess this matter. But I think it plays an important role in enlarging their knowledge about the native speakers' culture.

Q9: I think it is very important. However, we must bear in mind that there are issues related to films. For example, stereotyping, bias, religious issues. So we represent to native speakers' culture but we must put in mind that there are certain issues and complexities directly resulted from exposure.

Q10: I think I already answered this question.

Respondent 10

Q1: Yes, because it has a positive impact on the teaching- learning process in EFL classroom.

Q2: LCD project, film projector, TV, computer, VCD player.

Q3: Films help retain subject interest and make understanding theories and concepts easy. Films enable active class participation and group discussions.

Q4: working on films allows them to enhance various aspects of their language competence (the four language skills, their English vocabulary and pragmatics, and their intercultural knowledge).

Q5: Audio-visual aids are important tools for easy and effective teaching learning process which retain the concepts better and for longer duration. It develops the reflective and analytical thinking of students and teachers and improves the whole teaching learning environment.

Q6: I think twice a week is sufficient to achieve it.

Q7: Using films is generally part of every student's life and something they enjoy them as a pastime activity and as a means of input of interesting topics.

Q8: Yes, there is a remarkable change. By watching a film, much is handed to the viewer both visually and auditory. Also, a large amount of information is provided over a short period of time.

Q9: Learning the cultural heritage of the language also allows learners to build better relationships with its native speakers as well as peers who learn the language. Taking culture into consideration lessens the impact of a culture shock when learners visit the target country.

Q10: Teachers in multicultural classrooms may experience various challenges. These challenges include language barriers, content difficulties, and differences in levels of understanding. Additionally, teachers may face difficulties in adapting to the new classroom reality and surmounting obstacles with minimal support. Language can be a problem when the sender and receiver do not speak or understand a common language.

Respondent 11

Q1: Yes, as an EFL teacher, I utilize audio-visual media as a pedagogical tool in my classroom. Audio-visual aids help maintain discipline in the class as they focus all the students' attention on learning.

Q2: The tools I use range from traditional aids like blackboards, charts, and pictures to more modern aids such as films, slides, and digital content. These tools can help overcome some of the difficulties faced by EFL learners, such as lack of motivation, lack of exposure to the target language, and lack of pronunciation by the teacher.

Q3: I believe that films can be an excellent pedagogical tool. They provide a rich, engaging, and authentic source of both language and cultural information. Films can expose students to different accents, dialects, and colloquial language use, which can be very beneficial for their language learning process.

Q4: Absolutely, films can be a powerful tool for teaching students about different cultures. They provide a visual and auditory experience of the target culture, showing students how people in different cultures interact, behave, and live. This can help students develop a deeper understanding of cultural norms and practices, which is an invaluable step towards fluency.

Q5: Yes, I believe that audio-visual based media is effective in developing EFL learners' intercultural knowledge. By exposing students to different cultures through films, they can gain insights into cultural norms, behaviors, and values, which can enhance their intercultural understanding and competence.

Q6: As an EFL teacher, I strive to incorporate lessons that promote learners' intercultural knowledge on a regular basis.

Q7: Yes, I do use films as a pedagogical tool. They are a rich source of authentic language use and cultural information, which can greatly enhance the learning experience for EFL students.

Q8: Yes, I have observed changes in students' intercultural knowledge after using films as a pedagogical tool. They seem to develop a deeper understanding of cultural norms and practices, and they become more aware of cultural differences and similarities.

Q9: I believe it is very important for EFL learners to be exposed to diverse cultural perspectives through films. Understanding culture is an invaluable step towards fluency. It helps students understand the context in which the language is used, which can enhance their language proficiency and communication skills.

Q10: There can be several challenges when using films to teach intercultural knowledge in EFL classes:

– Some students may feel reluctant to ask questions while a film is playing.

– It can take a lot of time for the teacher to prepare lessons that incorporate films.

–   The teacher's valuable time may be lost in gaining familiarity with new equipment.

–   In small classrooms, the physical setup can be a barrier.

Respondent 12

Q1: Affirmative.

Q2: Videos (films!) and slides (PowerPoint) are mostly used. Nonetheless, it is important to note that despite being valuable, they should be used in conjunction with other teaching tools to create a well-rounded learning experience. More explicitly, videos are a powerful audio-visual tool that can be used to develop listening skills, stimulate speaking and writing, and provide real-life language examples. Carefully chosen video clips can be motivational and beneficial for both learners and teachers. Whereas slides can be used to present information in a visually appealing and organized manner. Teachers can create slideshows to introduce new vocabulary, grammar concepts, or cultural topics.

Q3: Using films/videos as a pedagogical tool in education has several advantages. They capture students' attention and create an interesting learning environment. They provide a combination of visual and auditory elements, catering to different learning styles. Films/videos offer real language use (generally the characters/actors/comedians are native speakers) and cultural context, contributing largely to language acquisition and cultural awareness. They also stimulate critical thinking skills as students analyze characters, plotlines, themes, and messages. Films/videos can be used across various subjects, integrating different disciplines and promoting multidisciplinary learning. Likewise, they further diversity and inclusion because they expose students to different perspectives and cultures. Lastly, using films/videos as a pedagogical tool integrates technology in the classroom, developing digital literacy skills. Note well, teachers are required to select films/videos that support their student learning

objectives and incorporate pre- and post-viewing activities to maximize the educational value of using films.

Q4: Absolutely! Although I see almost no difference between question 3 and question 4 (see Question 3), I will expand my answer here. Question 4 can be an answer to Question 3: Using films/videos as a pedagogical tool in EFL classes can tremendously help students learn about different cultures. Here is a detailed justification for my argument:

Films/videos yield an immersive experience that exposes students to various cultural aspects. They display different customs, traditions, social norms, and ways of life, offering a window into the culture being depicted. This exposure helps students shape cultural awareness and understanding, even acquiring intercultural competence. Through films/videos, students can observe and analyze real-life situations, cultural subtle characteristics, and interactions among characters. They can learn about different perspectives, values, and beliefs held within a particular culture. This exposure creates empathy, tolerance, and respect for cultural diversity. On top of that, films/videos broadly reflect historical events, societal issues, and cultural practices of different countries or regions. They display students the cultural context in which a language is spoken, helping them understand how language use is influenced by culture. Film/video characters often speak in natural language, showing students real-life conversations, idiomatic expressions, slang, and accents. This dissemination improves students' listening comprehension skills and familiarizes them with the implication of language use in different cultural contexts. Besides, using films/videos as a learning tool allows students to explore and appreciate different art forms and storytelling techniques. They can analyze the visual and auditory elements of the film/video, such as cinematography, music, and storytelling techniques unique to a particular culture. Incorporating films/videos into EFL classes is certainly among the most effective boosters that provide a dynamic learning experience,

making language learning more enjoyable and memorable. It encourages students to actively connect with the language while simultaneously broadening their cultural horizons.

Q5: Yes, audiovisual-based media can be highly effective in developing EFL learners' intercultural knowledge.

Q6: I generally integrate intercultural knowledge into my English lessons on a regular basis. This could involve incorporating cultural examples, discussions, and activities into daily or weekly lessons. I design thematic units dedicated to intercultural learning. These units provide an in-depth exploration of specific cultural topics or countries. Depending on available time, I schedule these units throughout the academic year, aiming for at least two to three thematic units. Each unit could span a few weeks, allowing students to be introduced to different cultures. I allocate specific sessions within the academic calendar for cultural reflection. These sessions are dedicated to class discussions, presentations, or group activities focused on intercultural topics. I aim for at least three cultural reflection sessions, giving students opportunities to reflect on their own cultural identities and take part in meaningful intercultural dialogue. Finally, I use authentic materials and resources that exhibit different cultures. This includes literature, films/videos, news articles, and online resources from various cultural contexts.

Q7: As this question shares the same context with question 3, I invite you to go back to it. My answer to question 3 confirms my use of films/videos as a pedagogical tool.

Q8: Despite the frequent use of films/videos as a pedagogical tool, I have noticed that not all my EFL students acquire intercultural knowledge because reluctance or motivation greatly influence their learning. Here are some observations and considerations based on my experience. Some EFL students may show reluctance when it comes to engaging with intercultural content. This could be due to factors such as fear of misunderstanding, discomfort

with unfamiliar cultures, or a lack of interest. This reluctance can hinder their willingness to actively participate in intercultural learning activities, including those involving films/videos. Each EFL student has unique learning preferences and styles. Some students may be more inclined to actively seek out intercultural knowledge and readily adopt the opportunities provided by films/videos. Others may require different approaches or additional support to get them involved in the intercultural content effectively. In a nutshell, while films/videos can be valuable tools for intercultural learning, reluctance or lack of motivation impede the acquisition of intercultural knowledge among EFL students.

Q9: I think it is a repeated question but in a different way. See my series of answers above and synthesize.

Q10: When using films/videos to teach intercultural knowledge in EFL classes, several challenges may arise. Here are some common challenges:

A) **Cultural Differences and Misunderstandings**: Films/videos may depict cultural practices, values, and perspectives that are unfamiliar to EFL learners. This can lead to misunderstandings or misinterpretations, as learners may not have an adequate background knowledge or context to fully understand the cultural distinctions portrayed in the film.

B) **Language Proficiency**: Films/videos often contain authentic language use, including colloquialisms, idiomatic expressions, and cultural references. EFL learners may struggle to understand the language used in the film/video, especially if it is fast paced or contains regional accents or dialects. This can hinder their ability to fully get involved with the intercultural content.

C) **Stereotypes and Misrepresentations**: Some films/videos may perpetuate stereotypes

or present a biased or limited view of certain cultures. This can reinforce existing misconceptions or create a distorted understanding of different cultures. This is a sufficient

hindrance to compel teachers to carefully select films/videos that provide accurate and diverse representations of cultures to avoid reinforcing stereotypes.

D) **Sensitive or Controversial Topics**: Films/videos may address sensitive or controversial topics related to culture, religion, or social issues. These topics can evoke strong emotions or discomfort among learners, potentially hindering open discussions or creating a tense classroom environment. In this case, teachers are expected to handle such topics sensitively and create a safe space for a respectful dialogue.

E) **Lack of Cultural Context**: Films/videos often present cultural practices and situations without providing sufficient background information or context. EFL learners may struggle to fully grasp the significance or meaning behind certain cultural elements present in the film/video.

F) **Time Constraints**: Incorporating films/videos into the curriculum requires dedicated time for viewing, analysis, and discussion. Given the time constraints of EFL classes, finding a balance between covering language skills and intercultural content can be challenging. it requires a careful plan to integrate film/video activities into the curriculum without sacrificing other essential language learning components.

Résumé

Cette étude vise à examiner la relation entre l'utilisation des médias audiovisuels et les connaissances interculturelles chez les apprenants de l'Anglais comme Langue Etrangère (ALE). La recherche étudie les points de vue et les perspectives des apprenants et des enseignants par rapport au sujet en question. À cette fin, cette étude utilise une conception de recherche à méthodes mixtes, combinant des entretiens qualitatifs et des questionnaires quantitatifs. Pour atteindre les objectifs de la recherche, un questionnaire a été administré à 93 étudiants de Master I du Département d'Anglais de l'Université du 8 Mai 1945 à Guelma. Cet outil contribue à collecter des données quantitatives sur les attitudes des apprenants à l'égard de l'utilisation des médias audiovisuels en relation avec les connaissances interculturelles. De plus, des entretiens ont été menés avec 12 enseignants du même département pour recueillir des données qualitatives concernant la relation entre les médias audiovisuels dans les classes d'ALE et les connaissances interculturelles des apprenants d'ALE. Les résultats préliminaires confirment l'hypothèse selon laquelle l'exposition aux médias audiovisuels, principalement les films, a une association positive avec les connaissances interculturelles des apprenants d'ALE. Cette étude fournit des informations sur l'impact potentiel de la contextualisation sur l'acquisition des connaissances interculturelles, ce qui implique d'aider les étudiants à comprendre leur propre culture et à les familiariser avec la Culture Cible (CC).

Mots Clés: Médias audiovisuels, connaissances interculturelles, ALE, films, Culture Cible.

ملخص

يهدف هذا البحث إلى دراسة العلاقة بين استخدام الوسائط السمعية والبصرية والمعرفة بين الثقافات بين متعلمي اللغة الإنجليزية كلغة أجنبية. يتناول البحث آراء ووجهات نظر المتعلمين والمعلمين فيما يتعلق بالموضوع المطروح. ولتحقيق أهداف البحث، تم توزيع استبيانً على 93 طالبا من طلاب سنة أولى ماستر من قسم اللغة الإنجليزية بجامعة 8 ماي 1945، قالمة. تساهم هذه الأداة في جمع بيانات كمية عن مواقف المتعلمين نحو استخدام الوسائط السمعية والبصرية فيما يتعلق بالمعرفة بين الثقافات. بالإضافة إلى ذلك، تم إجراء مقابلات مع 12 مدرسًا من نفس القسم لجمع بيانات نوعية فيما يتعلق بالعلاقة بين الوسائط السمعية والبصرية في فصول اللغة الإنجليزية كلغة أجنبية و معرفة متعلمي اللغة الانجليزية كلغة أجنبية بين الثقافات. تؤكد النتائج الأولية الفرضية القائلة بأن التعرض للوسائط السمعية والبصرية، وخاصة الأفلام، له علاقة إيجابية بالمعرفة المشتركة بين الثقافات لدى متعلمي اللغة الإنجليزية كلغة أجنبية. توفر هذه الدراسة رؤى حول التأثير المحتمل للسياق على اكتساب المعرفة بين الثقافات، والتي تتضمن مساعدة الطلاب على فهم ثقافتهم الخاصة وتعريفهم بالثقافة المستهدفة.

الكلمات المفتاحية: الوسائط السمعية والبصرية، المعرفة بين الثقافات ، اللغة الإنجليزية كلغة أجنبية،الأفلام، الثقافة المستهدفة.