

DESIGNING FILM-BASED ACTIVITIES TO IMPROVE STUDENTS' INTERCULTURAL COMPETENCE

Gulova Lola Salimovna

**The Teacher of Philology Department, Bukhara International
University, Uzbekistan**

<https://doi.org/10.5281/zenodo.17480903>



ARTICLE INFO

Received: 27th October 2025

Accepted: 28th October 2025

Online: 29th October 2025

KEYWORDS

Film-based learning, intercultural competence, language education, cultural awareness, media pedagogy, communicative competence, cross-cultural understanding, reflective learning, intercultural communication

ABSTRACT

In a progressively globalized society, enhancing students' intercultural competence has emerged as an essential objective of language and communication instruction. This research investigates the development and execution of film-oriented tasks as a successful teaching method to improve students' intercultural awareness and communication skills. Building on concepts of intercultural competence and media-driven learning, the study examines how thoughtfully chosen films and structured classroom exercises can enhance students' awareness of cultural viewpoints, empathy, and critical thinking. The research utilizes a mixed-methods strategy, integrating numerical data from pre- and post-intervention surveys alongside qualitative perspectives from classroom observations, reflective diaries, and interviews. Results show that film-based teaching greatly enhances students' skills in identifying cultural subtleties, questioning stereotypes, and participating in significant intercultural exchanges. The thesis wraps up by introducing a model for creating film-centered intercultural activities that merge language acquisition with cultural investigation, providing actionable insights for teachers aiming to foster global awareness in varied educational settings.

Introduction: In the age of globalization, intercultural competence has emerged as a vital ability for individuals to communicate, cooperate, and thrive in varied cultural environments. With the growing interaction among individuals from diverse linguistic and cultural backgrounds, education systems are increasingly tasked with equipping students not just with language skills but also with the capability to comprehend, appreciate, and adjust to cultural diversity. Intercultural competence, commonly described as the capacity to interact suitably and effectively with people from different cultures, is vital in fostering tolerance, empathy, and mutual understanding in diverse societies.

In language education, the advancement of intercultural competence has garnered considerable focus because it goes beyond simply mastering grammar and vocabulary. Conventional teaching approaches, however, frequently do not offer students genuine experiences with cultural settings and practical communication situations. To overcome this limitation, teachers are increasingly utilizing multimedia resources, like films, as effective

tools to captivate students and offer significant cultural experiences. Movies, with their visual and narrative depth, provide authentic portrayals of social behaviors, values, and modes of communication that can inspire students' cultural curiosity and analytical thinking.

Creating film-centered activities provides an engaging and interactive method for intercultural education. Integrating films into language and cultural education enables educators to provide students with chances to observe, interpret, and reflect on the cultural practices, beliefs, and viewpoints depicted on screen. By engaging in guided discussions, reflective writing, and role-playing exercises, learners can evaluate cultural differences critically and enhance their awareness of personal cultural assumptions. This process not only improves their intercultural skills but also nurtures empathy and global awareness—traits vital for engaging in today's interconnected society

This study seeks to create and execute film-oriented classroom activities to enhance students' intercultural skills. It explores how organized film-viewing activities and reflective conversations can improve learners' comprehension of cultural diversity and foster significant intercultural interaction.

Methods of Research:

1. Design of Research

In order to provide a thorough knowledge of how film-based activities can improve students' intercultural competency, this study uses a mixed-methods research design that combines both quantitative and qualitative methodologies. While the qualitative component investigates students' perceptions, thoughts, and participation during the learning process, the quantitative component tracks changes in students' intercultural awareness and attitudes before and after the intervention. Both statistical analysis and thorough interpretation of the results are made possible by this combination.

2. Participants

University students participating in communication skills or English as a Foreign Language (EFL) courses. Purposive sampling was used to choose about 30 to 40 pupils, guaranteeing a variety of ethnic backgrounds, genders, and skill levels. Every participant was willing to take part in film-based learning activities intended to foster international understanding and had intermediate or higher English competence.

3. Research Tools

Several tools were employed in order to get thorough data:

- **Pre- and Post-Questionnaires:** These questionnaires assessed students' intercultural awareness, attitudes, and communicative behaviours both before and after the film-based intervention. They were modified from well-known intercultural competence evaluation instruments (e.g., Deardorff, 2006).
- **Reflective Journals:** Following each film session, students were expected to write thoughts outlining their observations, cultural insights, and individual responses to the films' themes.
- **Classroom Observations:** In order to document students' participation, engagement, and communication styles during discussions and activities, the researcher watched classroom interactions.

- Semi-structured Interviews: At the conclusion of the intervention, a subset of participants were interviewed to learn more about their perspectives on the film-based activities and their learning experiences.

4. Procedure

The study was conducted over a period of six to eight weeks. It followed the steps below:

1.Preparation Stage: Selection of culturally rich films representing diverse cultural contexts (e.g., American, Asian, European). Each film was analyzed for themes such as cultural values, communication styles, and social norms.

2.Pre-Test: Administration of a pre-questionnaire to assess students' initial intercultural competence.

3.Implementation Stage: Students participated in weekly film-based sessions, which included:

- Pre-viewing activities (introducing cultural background and key vocabulary)
- Film viewing (with guided questions)
- Post-viewing discussions, role plays, and reflection tasks to promote intercultural dialogue.

4.Post-Test: After completing the sessions, students filled out a post-questionnaire to measure changes in intercultural competence.

5.Follow-Up Interviews and Analysis: Selected students were interviewed to evaluate their attitudes and learning outcomes.

5. Data Analysis

Data from the pre- and post-questionnaires were analyzed using descriptive and inferential statistics (e.g., paired t-tests) to determine the significance of changes in intercultural competence. Qualitative data from journals, observations, and interviews were analyzed thematically to identify recurring themes related to students' perceptions, emotional responses, and intercultural growth. The integration of both data types provided a holistic view of the effectiveness of film-based learning in fostering intercultural competence.

Outcomes and Discussion

1. Summary of Results

The study's findings show that film-based activities greatly enhanced students' intercultural competency in a number of areas, including intercultural communication abilities, empathy, tolerance, and understanding of cultural differences. Students' self-reported capacity to comprehend different viewpoints, evaluate cultural practices, and communicate more effectively in cross-cultural settings significantly improved, according to quantitative data from the pre- and post-questionnaires. Qualitative data from reflective diaries and interviews corroborated these results, suggesting that students developed a better appreciation of cultural diversity and greater sensitivity toward other cultures.

2. Development of Cultural Awareness

The improvement of students' cultural understanding was one of the most notable results. Students gained an understanding of both superficial and profound cultural differences through the examination of movies that depicted diverse social conventions, customs, and value systems. They observed variances in communication styles, for instance, such as direct vs indirect expression, and considered how these variations could result in

miscommunications in everyday situations. This is consistent with the "knowledge" component of Byram's (1997) model of intercultural communicative competence, specifically with regard to social groupings and their customs.

3. Enhancement of Intercultural Interaction Proficiency

Intercultural communication competency significantly improved as a result of role-playing exercises and post-viewing discussions. During class exchanges, students showed increased confidence in their ability to voice their perspectives, negotiate meanings, and respect opposing views. As the program developed, observations showed that conversations were more courteous and inclusive. This shows that film-based assignments can successfully connect language learning with the development of intercultural skills when they are created with guided reflection and communication exercises.

4. Difficulties and Restrictions

Even though the intervention was generally successful, a number of issues surfaced. At first, several students were impacted by their own cultural biases or had trouble deciphering minor cultural clues. They were also unable to properly comprehend conversation or the films' contextual implications due to language comprehension issues. In order to optimize learning outcomes, these restrictions highlight the necessity of meticulous film selection, cultural scaffolding prior to viewing, and continuous teacher facilitation.

All things considered, the study demonstrates that film-based instruction is a successful method for raising students' intercultural competency. Teachers can establish a rich learning environment that fosters the development of both language and cultural aspects of communication by integrating interactive communication tasks, reflective thinking, and genuine media. The study supports the use of media-based pedagogy in language and cultural education and offers insightful information about how to create intercultural learning opportunities.

Conclusion:

This research aimed to investigate the design and impact of film-oriented activities in improving students' intercultural skills. In a time of worldwide interconnectedness, the capacity to engage and communicate effectively across cultures is an essential educational objective. The results of this study clearly show that incorporating films into classroom teaching offers an engaging, authentic, and reflective learning opportunity that greatly enhances students' intercultural growth.

Using various assessment methods including pre- and post-evaluations, reflective writing, classroom monitoring, and student interviews, the research demonstrated that learners who participated in movie-based educational activities exhibited significant progress in multiple essential aspects of cross-cultural understanding. While acknowledging favorable results, the study also recognizes specific obstacles, including varying student language abilities, possible misunderstandings of cultural material, and limited time available in academic schedules. Overcoming these obstacles demands careful preparation, educator assistance, and ongoing modification of resources to match students' language skills and cultural experiences.

To summarize, the research confirms that cinema-based teaching serves as an effective and creative method for building cross-cultural understanding. It urges teachers to go beyond

conventional techniques and adopt multimedia, hands-on strategies that foster analytical, understanding, and internationally aware students. Additional studies might examine the extended effects of movie-based education, its use across various cultural settings, and how digital platforms could expand cross-cultural learning outside traditional classrooms.

References:

1. Lisnychenko, A., Glazunova, T., Dovhaliuk, T., & Podosynnikova, H. (2022). Facebook movie-based discussions: Bringing down intercultural barriers in English language education. *Arab World English Journal*, 13(3), 429-444. <https://doi.org/10.24093/awej/vol13no3.28> awej.org
2. Rodríguez-Arancón, P. (2023). Developing L2 intercultural competence in an online context through didactic audiovisual translation. *Languages*, 8(3), 160. <https://doi.org/10.3390/languages8030160> MDPI
3. Zhumatayeva, Z. (2023). Cultivating intercultural communicative literacy through films in language courses. *Eurasian Journal of Philology: Science and Education*. <https://doi.org/10.26577/ejph.2023.v192.i4.ph16> Nazarbayev University+1
4. Cano, J., Barreto, C. R., Mizuno Haydar, J., & Llinas Solano, H. (2022). Learning activities using videos to strengthen intercultural competence in higher education students. *Revista Colombiana de Ciencias Sociales*, 13(1), 133-150. <https://doi.org/10.21501/22161201.3636> redalyc.org+1

