

The Intercultural Communicative Competence (ICC) Perspective in the Film Classroom

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Abstract : With the development of commercial movies, more and more instructors are drawn to adapt film pedagogy to teach history and culture. By challenging traditional standards of classroom culture, instruction through film represents an intersection of modernity and adaptability which is no longer optional but essential to maintaining educational accessibility. First, this presentation describes special features of the film that can be used in the classroom and help students acquire intercultural communicative competence (ICC) and achieve the learning goal. Second, the author brings forward the 5 A STAIRCASE model (Acknowledge-Adjust-Acculturate-Act-Assess) to explore how students acquire international communicative competence. Third, this article presents the intersections between new digital environments and classroom practice, such as how films can contribute to combining classical and contemporary Chinese cultures seamlessly and how film pedagogy can be an effective way to get students to engage in deeper critical thinking by exposing them to visuals, music, language, and styling which do not exist in traditional learning formats. Last, the student's final video project will be exemplified at the end, demonstrating how to engage students in the analysis and experience of history and culture.

Keywords : intercultural education, curriculum, media, history

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