

Research on Integrating Drama and Film Clippings into International Chinese Education Practice from a Cross-Cultural Communication Perspective

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Abstract: Intercultural communication competence is one of the main goals when cultivating talent for Teaching Chinese as a Foreign Language (TCFL). Film and drama clips have real, vivid, and situational characteristics, which make them a special way to teach languages and understand cultures. This study looks at the theory behind, what it does, how it's done, its results, and how to make it better from the viewpoint of intercultural communication about putting movie and play clips into TCFL work. Research suggests that these clips can improve the amount and quality of language input, increase the learner's knowledge of the target culture, and develop communicative strategies through implicit learning. Instructional design level: Selecting and adapting materials, constructing a layered interaction model, and developing intercultural teaching procedures should all be adhered to. Teaching effect is shown through both the improvement of language skills and knowledge of culture, however there are limitations such as teachers' abilities and teaching resources. Therefore, this paper puts forward three kinds of optimization strategy: resource integration, teacher training, and evaluation improvement. The study hopes to give some theoretical references and operational guidelines for TCFL practice.

Keywords: Intercultural Communication; Film and Drama Clips; Teaching Chinese as a Foreign Language; Instructional Design; Culture Teaching

0. Introduction

Basic TCFL mission is teaching students Chinese, if they do not have some kind of control over what that means for that culture they will never fully achieve that goal. We add in terms of a different cultural perspective makes teaching not just about teaching someone another language but to teach them both the language with the culture. Film and Drama clip is an authentic lively channel for delivering Language and Culture. They make those abstract cultural things real; they breathe life into the unchanging words. And it gives learners the feeling of near authentic conversation environment. But there's no integration of film or drama clips into classroom practice theory that has been combined. Instructional way built from the viewpoint of interculturalism. To fill this gap, this research will construct the whole framework which comprises theoretical basis, teaching function, design and realization, effectiveness evaluation, corrective methods etc., hoping to provide the comprehensive reference when people apply film & drama material into the TCFL education.

1. Intercultural Communication and Film/Drama Converge

1.1 Connotation and dimensions of intercultural communication competence

Inter-culture Communication Competence means all kinds of knowledge, attitude and skills that can help people to talk with others well and properly when they meet different cultures. Language competency is not only about which language you know, but also about different cultures, self-cultures reflection as well as the way people communicate changes according to where they are coming from. From dimension, it's more or less separated to three kinds of things – your mind about it; your heart about it; and doing what needs be done according to how your feelings flow. Cognitive part means we can feel that cultures have universal characteristics and

their special properties. Affective component represents by being receptive and forbearing towards the distinction amongst all sorts of culture, and Behavioral components refers to how people communicate through words and physical acts that suitably match the setting one finds oneself in. When it comes to TCFL, the development of student intercultural communication ability will play an even greater important role when students start going from ‘mastery of language’ into ‘cultural awareness’, and whether or not the teacher was able to teach successfully could very much depend upon whether or not the students were developing any kind of intercultural communication ability at all. Hence, making arrangements for teaching tasks should take enhancing such skills top priority so as to encourage mutual help and supportive progress regarding language study as well as cultural mastery.

1.2 Intercultural attributes and teaching value of film/drama

Film and drama works have intercultural attributes because they are created, spread, and received along with the exchange and conversation between different cultures. Film and drama are an art form that carries the values, behavior norms, and ways of expressing emotions of certain social groups, which is a concentrated representation of cultural forms. They can bring them into TCFL so that the students will have real language samples to look at, and they can see how the words, sentences, and pragmatics are used in context. Second, through the characters’ relationship, conflict and setting of scenes in films and dramas, it can make the hidden culture concepts visible as behaviors, thus reducing the abstractness and unfamiliarity of culture. Additionally, the narrative structure of film and drama can elicit an emotional response from learners, improving their level of engagement and retention. Therefore, film and drama clips are not only good materials for teaching language, but also good media for teaching culture.

1.3 Theoretical basis for integrating film/drama clips into TCFL

Film and drama clips could be integrated into TCFL according to many different theories. Input hypothesis stresses that the main thing about language learning is how much easy-to-understand talk students get to hear that’s just a tiny bit harder than what they already know. Film and drama clips give context-based, multi-mode authentic language materials that fit the requirements for understandable input. Constructivist learning theory states that learning occurs as learners actively construct knowledge in real or near-real situations. Communicative scenarios displayed within film and drama clips offer contextual backing for learners’ meaning creation. Intercultural communication theory also shows that we need to have a multi-dimensional view and deep experience of cultural phenomena when we want to understand other cultures. Film and drama clips use a combination of visual, audio and emotional stimuli to help learners break past cultural stereotypes and gain a full picture of the target culture. These theories make up the basis for this research.

1.4 Dramatic and cinematic clips as a unique cross-cultural teaching medium

The dramatic and cinematic clips stick out from all kinds of other cross-cultural education tool by using media form and ways we share and know. Medium-form-wise: Drama and film bring together different semiotic systems (like language, picture, sound, and action) at once in a mix that involves hearing, seeing, and feeling experiences and so makes a multi-channel information intake mode. When compared to single-mode text or still picture types, these ones can provide stronger expressive emotions. As for how to spread this, the dramatic and cinematic clips mostly use narration to convey it, incorporating the cultural information within the fates and stories of the characters. Abstracted cultural notions are integrated into concrete everyday circumstances which decreases people’s psychological block regarding understanding culture. Cognitive impact point: It is the immediate situation of this sort of video material for learning. So it avoids piecemeal, stereotyped understandings of culture to lead on to deeper, richer cultural comprehension.

2. Instructional functions of film/drama clips

2.1 Authenticity and Contextualization of Language Input

Film and Drama clips provide genuine and particular language input. The dialogues given in text book have been reduced and normalised where as that in films and dramas are almost similar to the rhythm tones and manner used by real people when speaking, it has the phenomena which takes place naturally among two people talking for an example interruptions, leaving out sentences, repeating things making them appear more lively. And at the same time the language from these movie clips were limited as well and had to be inside a kind of a setting, the relationships of various characters and what they feel, and also all the social environment around them – there were choices made about how exactly those words, phrases get written and said because of the setting too. Students grasp the pragmatics of linguistic forms with everything else going on. Contextualize some of the way you give information and they'll make the direct tie-ins to function in form and will decrease expression error caused by L1 transfer as well as create good sense impressions so that language outputs come easily.

2.2 Concrete realization of culture images and deep understanding

Cultural image refers to some spiritual symbols created with special meanings by specific cultural groups in a very long period of history; generally, we should understand fully the whole cultural backgrounds. Film & Drama Clip: Makes it appear as an existing item rather than something made-up, just from seeing the photo or hearing the sound or performing actions, so that others may know what a piece of cultural icon means without any extra brain usage. Characters saying “hello to someone”, keep some distance, how emotional is this character getting, all of these display the value and the way one talks for their own culture. The observation, the analysis leads us to be able to distinguish between just on the surface of the cultural phenomenon as well as within what we find as its fundamental thinking and ideas. From the tangible world of experience to abstraction allows for learning about culture and not learning culture by rote through stereotyped methods.

2.3 Implicit Learning and Transfer of Communicative Strategies

Communicative strategy: The techniques and method adopted by the learner in using the foreign language while speaking out his insufficient linguistic competency, to fulfill the intended objective of communication like paraphrasing, questioning for explanation, vague talking, borrowing words, etc. In films & dramas clips the character use different types of way of talking to each other for real conversation so student can see them and copy it. To be watched, the students would most probably catch the strategical actions of the characters, e.g. handling the miscommunication, saying something well, shifting topics. The result of such implicit learning is frequently better than that of an explicit rule explanation. When learners meet similar situations in real life, the strategies that have been learned from watching film clips will be automatically activated, making it easier for them to apply what they have observed. Thus, film and drama clips have special worth in fostering learners' communicative strategies.

3. Instructional design & implementation pathways

3.1 Selecting principles and adapting strategies for teaching content

Film and drama clips selected have direct impact on teaching results, so there must be some scientific rules set up. First, the language difficulty needs to be suitable for learners' current proficiency level, not too hard and not too easy, so that the input is understandable. Second, the cultural content has to be representative and proper, it can show the main features of the target culture without including sensitive or controversial subjects. Third, clips need to have relatively full narrative units to facilitate instruction design and classroom operations. Selection has been made; therefore, adaptation of the original material is also necessary. Adaptation strategies mainly involve controlling the length of the clips (preferably 3–5 minutes), simplifying the dialogue

(moderately modifying overly complicated or obscure expressions), and adding supportive elements (such as subtitles, inserted background explanations). Film and drama clips can better serve the purpose of instruction through the process of selection and adaptation.

3.2 Tiered Design of Classroom Activities and Interaction Models

Film and drama clips based classroom activities should also contain the idea of tiered design so as to cater for the learners with different levels. Basic level activity is understand the language, find out the important word, tell the main story, explain whose related to whom so you can have an overall understanding of what's happening in the little flick. For high-level activities, we are focusing on the cultural and communication aspect where they would be talking about why the character did it, or pretending to have the conversation of the clip, or changing and continuing the story. We need our interactions models to keep some teachers and students around each other but also among students. The teacher promotes thought through questioning and guiding, and students enhance understanding through group discussion and collaboration. Tiered design along with many kinds of interactive methods makes it possible for all the teaching functions of clips of films and dramas to appear completely, realizing both language training and cultural education at the same time.

3.3 Constructing Teaching Procedures from an Intercultural Perspective

Interculturally speaking, building up a procedure of teaching should have a step by step way of how we perceive cultures, compare them, and then think about them. Perception stage: Teachers lead students to see cultural things in the video clip, they pay attention to obvious cultural parts such as what people say, do, and feel. Compare the cultural features shown in the video clip with your own culture during the comparison stage, find out the differences and similarities, and try to figure out the social and historical causes of these differences. In the reflection stage, learners are led to go past simple cultural comparisons, thinking about the common human aspects and different values behind various cultures, encouraging a sense of cultural relativism. The whole teaching process should follow the cognitive chain of "observation – analysis – evaluation – application", so that learners can gradually form a complete route from cultural perception to cultural understanding, and finally improve their intercultural communication skills.

3.4 Adaptation of teaching resources and technical support

Teaching resources' adaptability has a direct effect on the instructional efficiency of film and drama clips. In terms of resource selection, we need to grade and categorize audiovisual materials according to learners' language proficiency, cultural background, and learning requirements so that the difficulty of resources matches the teaching content. Beginners get a lot out of clips with easy, everyday situations and slow talk; intermediate learners can start watching things with full stories and lots of culture; advanced learners can watch stuff that talks about society or makes art. Technical support: Multimedia teaching tools should be used at this stage. Video editing software can be used to control the length of clips and process subtitles, and online teaching platforms can help students repeatedly view and discuss clips. Technology when used well, it enables teachers to make their presentations on how they are going around it and how exciting things could be if it is done properly by having some videos on how things work as movies being played as films.

3.5 Creating teaching context and atmosphere building.

Create a teaching circumstance and set a proper surroundings are prerequisites for using dramatic & cinematic parts efficiently during class. Teachers should make good use of all of the various types of multimedia equipment on hand at the physical-context level in order to get good quality audio and video plays. Environmental elements like light and seating needs change depending on what education environment needs to provide the best classroom that is good for looking and talking. In terms of psychology context, teachers should establish a safe and broad and open-classroom atmosphere so that student will feel free to express his own opinions on the feeling

and thought which he sees after watching those audio-visual. Different interpretations about the same cultural phenomena from people of other cultures shouldn't be disapproved merely due to being out of place culturally. Cognition-wise teachers ought to give guiding questions, offer some background, and also through a task so the learner feels like there is a purpose and knows about a problem when they watch and not just taking everything else in. Creating a good context is going to get a student interested in getting involved, we will be able to take it up more and do things with it that include drama and films.

4. Teaching and effects of teaching, influencing factors

4.1 Improving Language and Culture Knowledges

Film & drama clips added to teach can aid in the learning of languages by the various types of individuals. Vocabulary – The kids get a hold on some words meanings, some ways that word is applied under given certain conditions where their understanding will be stronger. Grammar – Learners could expose themselves to more real life material and see how sentences or grammar are actually used in conversations, therefore it would help them apply grammar better. In terms of practicality: Students see via viewing the words picked out by character's in a conversation depending on what sort of situation they may find themselves being in, as well, if what seems like fitting and what isn't. And learner's cultural cognition becomes far more powerful too. In the film clips the culture scenes displayed give us the learners moving away from very abstract impressions of the target culture and creating a very definite many sided cultural knowledge framework so one starts feeling an accurate and deep sense for cultural values, social rules, and talking with people. So it's like language skill and cultural recognition make a great loop.

The change in intercultural sensitivity of the learners.

Intercultural Sensitivity: Students' feelings towards other cultures during interactions; this is one of the aspects of talking to cross-cultural people. Instructional use of films and drama clips has a positive influence on the development of learners' intercultural sensibility. They're constantly exposed to other behavior and value than theirs, when watching and talking about the stuff. This ongoing inter-cultural contact may help decrease fear of and rejection towards other unfamiliar cultures. Instruction proceeds, then the learners become more interested in and want to know more about the culture; their view of cultural differences shifts from rejecting it to accepting it, judging it to understanding it. This change on our feeling level is psychologically sound for good intercultural communication. Also, when learners meet up with cultural clash, emotional regulation increases, perspective taking does better. And so the increase in intercultural sensitivity becomes real communication ability.

4.3 Key Constraining Factors for Instructional Implementation

Film and drama clips are integrated into teaching but it is limited by some factors. Teacher factor is the most important, teachers' intercultural literacy, ability to use film resources, and classroom management skills directly affect the results of teaching. If teachers do not have a good understanding of the target culture or do not explore the educational value of the clips thoroughly enough, then the instruction will not be effective. Learner factors are also important; different levels of language proficiency, cultural background, motivation, and cognitive style among learners affect how deeply they understand and engage with the audiovisual material. Additionally, constraints regarding teaching resources and conditions are practically significant: having access to good quality film materials, allocating sufficient instructional time, and having available technical equipment can all affect implementation. To recognize and comprehend such limiting elements is to adopt specific optimizing steps within the realm of teaching practice.

5. Optimization Strategies and Practical Suggestions

5.1 Integration of Teaching Resources and Development Directions

Teaching resources are systematically integrated so as to improve the efficiency of film and drama clips. From the point of view of the entire course, we need to establish a graded and classified film resource library according to different teaching stages and goals. For the beginner level, resources should concentrate on daily-life situations and stress the ordinary communicative functions; at the intermediate level, social and cultural themes could be included to expand cultural horizons; at the advanced level, works with deep cultural significance can be chosen to foster critical thinking. As for developing resources, we have to stress variety and representation, giving equal weight to cultural shows from various places and social groups so that there's no uniformity or typecasting in how culture is shown. And also, it needs to develop the supporting teaching material such as background introduction, vocabulary and grammar explanation, classroom activity suggestion, extra reading material, etc., forming a complete set of teaching resources package for teachers to have enough teaching materials.

5.2 And as to the teachers' role in terms of improvement on their intercultural teaching skills.

Incorporating films/drama clips to education, teachers play quite different roles. They're no longer just bearers of knowledge in languages, now they're the interpreters for cultures, the designers of lesson settings, and supporters on this learning journey. And this kind of role require teachers be more professionally competent. First of all, teachers should improve their own amount of intercultural knowledge and know about the history, society and values of the targeted culture in order to avoid misunderstanding culture. Second, teachers should improve their ability to choose and analyze film materials, recognizing correctly the educational values of clips and setting up corresponding teaching tasks. Third teachers should pay attention to teaching reflection and exchanges with other peers constantly improve our own classroom teaching ways through classroom observations and topic activities. Teacher improving their own cross cultural abilities is one main thing to have so that the film and dramclip lessons will work best possible.

5.3 Ways to Improve Teaching Assessment Systems

The traditional language teaching evaluation mainly evaluates the linguistic knowledge and skills, which makes it hard to show all the goals of teaching film and drama clips. So we need to create an evaluation system that matches our teaching goals. As for the content of evaluation, language application ability, cultural recognition level, intercultural attitude and communication strategy should be included in the evaluation system, changing from single to multiple aspects of evaluation. Evaluation method: A mix of formative and summative evaluations should be used. Formative evaluation can observe students' learning process and progress by observing them in class, reading their learning diaries, and seeing how they do in group talks; summative evaluation could make up some context-based tasks such as intercultural cases studies or role play shows to check out how well students do in real life scenarios. And so it was necessary with respect to the type of evaluator as well, we added self-assessment as well as peer evaluation. So that the ability for reflection on one's own learning can be improved upon and so that they may have more of an understanding of doing so by themselves if need be.

6. research prospects for further study in this direction.

6.1 Integration of Digital Teaching Materials

With continuous improvements of educative informatizing, combining digital resources closely with films and dramas has turned out as another kind of growth. Virtual Reality(VR)and Augmented Reality(AR)cangivestudentsimmersiveteculturalexperienceby allowingstudentstogotocinemasce neassfirstpersonandinteractwiththecharacters, changingfrompassivewatcherstoactiveparticipants. The AI-assisted teaching systems can cleverly choose proper video clips and learning assignments

following the student's level of language and culture, so it can realize the personalization of teaching. The construction of Digital platforms can also make break spatial and time limit, learners to learn alone and many times beyond school, making the schools lessons going further after leaving the school. In the future digital technology would be integrated even further in film and drama instruction giving us more spaces in our instructional room for TCF.

6.2 Interdisciplinary advancement through collaboration.

Film/Drama Clips with TCFL research has already been combined into some interdisciplinary efforts which also contain other disciplines such as linguistics, educational field, communication studies and culture etc. Future work needs to improve different types of cooperation to get many different points of view. Linguistic research about traits in films, effects on language learning. Educational research: maybe concentrated around some factual study on designing instruction and on what we actually learn from this stuff. Communicating studies viewpoint would be observing if the films medium was good or bad at getting different cultural people to speak. The cultural aspects reflected by film works can be studied along with their change while taught. In the future, interdisciplinary collaborations will continue to develop, and it will make up the gap left by doing things only from one disciplinary viewpoint. More thorough and more complete pieces of theoretical guidance for us to give in our teaching, and to push the field out just that little bit farther still.

6.3 Exploration of Localized Teaching model

The film and drama clips for use in TCFL will have to be mindful of the different situations of schools and areas throughout the world seeking ways to adapt their own methods for teaching. As for the teaching contents, according to the cultural background and the need of the learners at the location of instruction, some local films could be used properly to promote the positive interaction between the target culture instruction and the learners' native culture. Teaching methods should be respectful to the learning habits and classroom participation style of learners from different cultures; interaction models and evaluation methods should be adjusted to make the instruction more suitable. For teachers' development, it is necessary to cultivate those who are knowledgeable about Chinese language teaching and know the local culture so that they can use film and drama resources flexibly in cross-cultural settings. To explore localized teaching models to improve the universality and efficiency of film and drama clips teaching.

6.4 Long term tracking and effect evaluation research

The existing studies on the effects of film and drama clip instruction mainly focus on short-term observation without long-term follow-up on the development of the learners. Future research needs to set up long-term tracking systems so as to watch how learners' language skills, knowledge about culture, and ability to talk with people from other countries change over time, finding out if these lessons have lasting results. Research methods for evaluating effects need to become more varied, using both numbers and words. We need to look at how learners' test scores change and what they say about their own learning and how they feel about different cultures. Also, it would be good to do more comparisons between different groups of learners, looking at how well film and drama clip teaching works for people of different ages, how good they are at speaking the language, and where they come from culturally. It can give us better, more specific information about how to teach.

7. Conclusion

Intercultural Communication Perspective gives important theoretical support and practical advice for incorporating film and drama clips into TCFL. This research creates a fairly complete analysis framework from five aspects of theoretical convergence, instructional functions, design and implementation, effect factors, and optimization strategies. Research shows that film and drama

clips, which provide real-life, context-based language inputs and concrete cultural displays, help learners develop language skills, cultural awareness, and cross-cultural sensitivity simultaneously. Instructional success depends on the scientific choice of material, tiered activities, intercultural construction of teaching methods, and improvement of teachers' abilities. In the future, as more teaching materials are added and instruction becomes more detailed.

Author Biography

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