

MOVIES: A TEACHING RESOURCE

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Abstract

The learners of the postmodern age are a part of the society which is greatly swayed by acquisitiveness, consumerism and image perception. The college students have brief attention levels and a distinctive association with colour and swiftly moving images. The challenge posed by this condition in the pedagogy is to assist a kind of teaching that not only reconstructs such elements but also brings up transformative learning. It is obvious that the traditional classroom teaching cannot fulfil these needs. Therefore, the need is felt to take a learner-centered mode whereby the limits between the teacher as symbol of authority and the student as a mere receiver of information are distorted and teacher and student become co-learners in order to create a domain of transformative learning. The present age is led by audio-visual culture and movies with their magical influence can become instrumental in changing the teaching-learning pedagogy. The present paper endeavours to discuss the way movies can be used to enrich teaching and boost the learning, well-being and leadership of the students. The end result of education is to build a culture wherein learning, invention, and association are the norms which create a nation of knowledge. When such environment will be created, students will become efficient to meet future challenges. There is no doubt that movies can enrich the traditional classroom-based teaching. All the disciplines ranging from social sciences to nursing and fine arts have acknowledged the instructional significance of movies in teaching and learning during last two decades. The movies are a perfect means of demonstrating the course content and explaining abstract ideas and theories. In addition, they encourage rational thinking and develop intellect by appealing the emotions. The movies have an audio-visual bearing that provides them a distinctive benefit over the written or spoken word. They have a special characteristic of creating unique experience which gives it unbeatable influence as an instructional method.

Keywords: *Movies, Pedagogy, Learning, Transformative, Instruction, Disciplines, etc.*

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Introduction

In present scenario the learners of English as a foreign language (EFL) in Indian classrooms are relatively mixed pertaining to their aptitude level and interests and learning approach. Therefore, a teacher has to take this into account while planning his teaching lessons. The developments in technology have revolutionised the human life in all walks. Teaching or classroom is one area where a lot of changes have occurred. It has never been facilitating to use or make movies in classrooms from elementary school to university education. There are several researches carried out about different learning techniques. The human learning techniques are cognitive, affective and physiological which specify how learners recognize, relate with and respond to the learning environment (Reid 1987: 87). Besides, according to Reid (1987: 89) perceptual learning styles is “a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience.” Moreover, there are four fundamental permanent channels of education. The first is visual, such as, reading. The second is acoustic, for example, listening to recordings or lectures. The third is kinaesthetic, which means total physical participation in learning circumstances. The fourth one is concrete learning, which means “hands-on” learning, involving building models (Reid 1987: 89). It is a reality that no one gains knowledge with any one of these paths of education but normally a person’s learning method is a mixture of two or more ways of acquiring knowledge. Hence the use of manifold means to put forth the same ideas has a number of constructive and increasing outputs. In addition, the use of both hemispheres of the human brain is vital for the all-round development of learners. The left hemisphere covers digital and logical functions that exemplify spoken and print medium. For example, movies offer the learner with both visual and auditory motivation and assist the use of both the hemispheres of human brain which is essential for adept learning.

On the other hand, right hemisphere concentrates on iconic, instinctive responsibilities that typify visual media particularly the visual and sound characteristics of a movie (Champoux 1999: 2). In addition, Champoux (1999: 2-3) says that people like to use different cognitive approaches to process verbal and visual media. There are proofs to suggest that learners acquire theoretical and new notions more effortlessly when presented in both verbal and visual shape. Other experimental investigations illustrate that visual media makes ideas more

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understandable to a person than book media and help particularly remember afterwards. Therefore, the use of movies in teaching enhances more comprehension.

On the whole, Mishan (2004) and Champoux (1999) have mentioned that movies can be a good help in EFL teaching because of their reliable nature, contribution they provide and the alternatives they provide to persons with different types of learning techniques. Primarily, the dependability of films makes them more appealing as teaching objects. One way of bringing variety and flexibility into the classroom is the use of movies in teaching English as a foreign language. When the subject of the film is selected with care, the students become capable of recognizing the films and their motivation will be higher. Secondly, the contribution that movies offer is necessary for foreign language learners. The learners do not always carefully listen to the language outside classroom. On the other hand, the care should be taken that the input is intelligible and not very hard. Thirdly, as learners may adopt diverse techniques of knowledge acquisition, it is judicious to employ adaptable techniques of instruction. It is generally observed that using movies for watching or actually making them is often an urge and inspiration for students of all age groups. These days, You Tube is everybody's friend and several movies can be viewed on it. There are several schools and colleges all over the world which have included You Tube or film clips in their lessons on a daily basis. It can be an ideal way to begin a classroom lesson with a brief video clip about the topic to be commenced. Audio-visual resources are more effective when used at the beginning and at the end of a lesson because they improve students' engagement with the lesson. Learning through movies develops students' skill to make them and then post them so that learners can access them at any place and at any time.

There are certain things one needs to keep in mind while using movies in classrooms. There are certain benefits of using movies in classrooms. To begin with, movies can be used as reliable matter and they give learners genuine input (Mishan 2004: 216). The genuine input helps the learners to understand that there is a relation between the more traditional classroom teaching and the real world and that the foreign language is used in real everyday situations outside the classroom (Gebhard 1996: 89-109). Moreover, as Krashen (1985: 4) points out, a usual effort helps the learners to learn language without even being aware that they are listening or reading an unfamiliar language. Secondly, it has been established that movies augment English language skill development as they bring diversity, truth, legitimacy and elasticity into the EFL classroom and before anything, diversify the curriculum (Stoller 1988: 1). Thirdly, making use of movies can stimulate the students to study English and the envisioning of the film may also help the slow learners to understand because it offers another channel of understanding in addition to just listening to the language (Champoux 1999, Allan 1985: 48-65, Stoller 1988).

It is helpful to use clips from movies can be greatly used particularly in social studies and science classes. One of the ways of teaching Shakespeare can be to pick up a short scene from Macbeth, such as when Macbeth first encounters the witches, and show it. It really opens

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students' minds to the importance of understanding. The teachers can use movies which are stimulating and it is well worth to spend even an hour of classroom time to watch it. A film can be used as a opener to teach lessons in social studies, mathematics, science, art, English, music, and cultural knowledge. Frequently, short clips are a vital aspect of these lessons but there is real value in watching a movie from start to end as well. As far as teaching of English in India is concerned, there are innumerable ways in which movies can support classroom teaching. Movies can strengthen grammar aspect. They can be used to listen for gist, practicing vocabulary, discussions and debates as well as role play.

According to Allan (1985: 48-65) movies essentially get students to talk and they can give motivation to true communication in the classroom by bringing to the surface various opinions within the group. The movies are well thought-out as perceptive tools of teaching as they reflect people's way of life in terms of diversity, contemporaneity and legitimacy. The practical speech in movies also aids students to acquire language more instinctively. Stoller (1988) argues that the use of movies in content-based curriculum gives students a chance to discover several facets of a given teaching component. They can improve their possibly weak background awareness by watching a film. Simultaneously, they also get introduced to the spoken language. Together such content exploration and language exposure encourages more refined language use in speech. Both course content and language are reciprocally strengthening and the content given is not simply something with which to apply language, but language becomes the means with which the content can be discovered.

Movies are an excellent method for students to **hear latest acceptable speech** patterns and **for teaching them different accents**. In addition, there are innumerable movies dealing with a vast amount of things. They can be used to familiarize or **stimulating discussions** on certain subjects like historical event, a time period or the culture of a foreign country. In addition, by taking popular movies into the lessons, teachers show students how they can learn from movies and practice English while watching movies in their own time. It is possible to implement movies into any lesson, with the purpose of getting students to comprehend and gain meaning from free-flowing speech. Movies provide reliable teaching stuff that can be used in language teaching in order to make the learning process more interesting, pleasant and fairly easier. Mishan (2004: 216) puts emphasis on the fact that movies are intended to appeal directly and totally to people's emotions. In addition, the feature of delight is powerfully found in movies. Since the use of films in language learning has to do with emotional issues, it is imperative for the teacher to be able to balance between getting the students engaged in films while also making use of language learning power of the films. Therefore, utilising movies as reliable teaching material needs focus on the teaching approach which should be content and task-oriented. Educationalists across all the disciplines have considered the importance of movies as resources in novel teaching techniques, including counsellor education (Higgins & Dermer, 2001), English as a Second Language and social and personality development (Boyatzis, 1994).

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The movies in various aspects of foreign language teaching are a resourceful tool for foreign language teaching. They can be used to teach oral communication, writing, vocabulary, grammar and culture. Language teachers have been using movies in their classes for decades and there are a number of reasons why movies are an excellent teaching and learning tool.

Learning from film is motivating and enjoyable

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Movie, as a motivator, also makes the language learning process more entertaining and enjoyable.

Film provides authentic and varied language

Another benefit of using a movie is that it provides a source of authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Movies expose students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment. Perhaps only film and television can provide learners with the real-life language input.

Film gives a visual context

The 'visual aspect' of a film makes it a precious language teaching tool which enables learners to understand more by interpreting the language in a full visual context. A movie assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention. Movies can be used as complementary or basic material to emphasize a point in teaching. They can be shown outside the class even in an additional hour for which attending students can earn extra credit. Such choice improves the course without adding pressure to complete its requirements.

Variety and flexibility

Film can bring in variety and flexibility to the language classroom by extending the range of teaching techniques and resources and helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practise listening and reading and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarising. It is also possible to bring further variety to language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and advertisements. Given the benefits of using film in language learning classroom, it is not surprising that many teachers are keen on using film with their students and an increasing number of them are successfully integrating a movie into language-learning

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syllabus. Until quite recently, it was difficult to find pedagogically sound film material to help students improve their language through watching film and teachers had to spend many hours creating their own materials. However, with the advent of the internet there is now a affluence of online resources for both language teachers and students.

Lesson plans

There are many websites and blogs which provide detailed and well-structured lesson plans based on film and television clips, short films and viral videos which save the busy teacher's lot of time. Another benefit of using movies as teaching tool is that they help to humanize the instructor and may lead to enhanced faculty-student interaction.

Conclusion

All over the world, learners and teachers are getting interested in movies in general and most of the teachers use some material concerning movies in their teaching. The reasons for using movies may be diverse but the most essential aim was that using movies was uncomplicated and normal when there was a common theme between the course book and the movie. In these cases the movie can be incorporated to broaden the teaching and to encourage students. The resourceful movies ranging from comedies to serious drama and from cartoons to fictitious stories can be used. But movies should not be used as time-fillers. Movies are quite constructive and pedagogically they should be correlated to the curriculum and as a part of larger unit or theme rather than being watched only for enjoyment. The research shows that movies are fairly apt for teaching oral communication, writing and vocabulary. As far as oral communication is concerned, the fact remains that they support students to verbalize and invoke feelings and opinions. The movies usually evoke some kind of views and attitudes therefore it is usually also effortless for the learners to articulate their own views. Champoux (1999: 240-251) and Stoller (1988) have stressed that films are appropriate to be utilized as facilitators for discussion or writing, not as the main point of the lesson. Accordingly, movies can be seen as the means, not as an end in themselves. They are a very good device as they assist the learners to relate words into a circumstance and bring a range into vocabulary learning. Movies are a useful tool in teaching vocabulary. It is found that movies can be most fittingly used for teaching cultural aspects. They are not only helpful but also unproblematic to use when teaching cultural aspects. Movies make it easier to recognize diverse cultures when joining both watching and listening two diverse customs and lifestyle of foreign cultures. They are an enormous genuine and dependable means of showing the students what other cultures adore and what their distinctive features are. The use of audio-visual qualities of movies can be made in grammar teaching. For instance, movies could work as an opening to some grammar theme. Among other a most vital reasons for using movies in EFL teaching are the variety, excitement and inspiration that movies carry into the classroom. Thus, movies open up many possibilities. The main purpose of the paper was to discover how movies can be used in EFL teaching in the countries like India. Thus it makes the things easier and less stressful to use

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movies as they bring more ideas into the classroom. As use of movies in EFL teaching is an issue that has not been deliberated upon much, there are several things that have remained unidentified.

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