Possibilities of Films in Today's English Classroom

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Abstract

In the age of globalization the place of English is undeniable. Since, non-native English language learners face environment and exposure issues, utilizing films in English teaching-learning process is entertaining and motivating for learners of different level in a country like India. Films provide the students with everyday language words, which otherwise difficult to get in multilingual Indian atmosphere. Combining audio-visual methods makes a film a comprehensive tool for English language teaching. The audio-visual method also helps learners to focus while watching and listening. Films can include several characteristics like incomplete sentence, false starts, hesitation, dialectical difference, gender and ethnic variation etc. in teaching learning which a textbook cannot present. Films are effective ways to motivate oral skills as they present contemporary language with fashionable expressions. Through Films it is possible to teach vocabulary of certain social situations. Sufficient repetition and practice can help learners receive a great number of vocabularies despite their previous linguistic experience. To use films to teach grammar is better trying: grammar assignments, introduction to new grammar topic, introducing a grammar rule based on some scene etc. Films can also offer variety to writing skills like film review, comparing a film with a book, giving alternative ending etc. A film can work as space for cultural discussions as well. Written and oral assessments can suffice individual and groups. Activities may include describing a scene, dialogue role playing, writing or commenting on films etc.

This paper mainly focuses on the ways how English language films can be incorporated in teaching learning process of English language in a multilingual country like India. It also focuses on the audio-visual technologies of recent time that can be in utilised in English language classroom.

Keywords: Communicative English, ELT, audiovisual technology, using film in teaching English

Introduction

One of the most effective pedagogical potential ramifications in teaching English is that the usage of films has greater potential in the ELT teaching-learning space, but English teachers must exercise innovatively. Films do not provide English teaching solutions; rather, what English teachers train with films inside the ELT classroom does (Khan, 2015). Furthermore, while films provide an innovative way for English teachers and students to learn more effectively, their potential benefits are entirely dependent on the assistance of education departments. They must be more flexible with change and advocate for the use of cinema in ELT classrooms. The remarkable advancements, easy accessibility, and low cost of various audiovisual innovations could provide realistic language acquisition atmosphere for non-native Indian English learners. The purpose of this essay is to highlight the implications of utilising audio-visual latest technology such as a film to improve second-language learners' English language proficiency. It suggests that increased availability of audio-visual advanced technology, such as the film medium leads to significant development in language learning in non-native English learning ecosystems. Watching English language films, students usually show a lot of interest. A teacher's main objective is to channel this exuberance in a positive way for his students' language acquisition. The foundational way to the fecund implementation of the cinema in a lecture hall is located in the ingenious demonstration of film-texts and the structure of exigent, but applied, schooling tasks that ELT students enjoy. Instructors and enablers should instil and plough encouragement by concentrating on pedagogical aims and objectives, and achievable tasks through the use of films that would normally be beyond the students' linguistic ability.

Variation and adaptability

Provided the advantages of utilizing films in English learning classrooms, it is no surprise that a number of language instructors want to utilize films with learners, and a growing amount of people are flourishingly incorporating film in language-learning curriculum. Until of late, finding appropriate pedagogical films to aid students in improving their speaking skills by viewing film was difficult, and instructors had to spend longer times fabricating their own components. With the rise of the Internet, however, there is now an abundance of internet tools for both instructors and learners. With a number of assets available, it can be

strenuous for educators to perceive the forest through the trees. Motion pictures can add diversity and versatility to the class environment by expanding the scope of available training tools and resources, assisting students to improve all the abilities. For example, an entire film or clip can be utilized to practise listening and reading, in addition to providing a foundation for speaking and writing. A motion picture can also serve as a jumping-off point for successive phases such as discussions, public discourse, role plays, attempting to reconstruct a conversation, or summarizing. It is also possible to spice up the language classroom by showing different types of films, such as feature films, short films, and advertisements (Donaghy, 2014).

Authentic enjoyable atmosphere

A film's visuality makes it an extremely valuable language instruction tool, allowing students to comprehend more by trying to interpret the language in its entirety (Donaghy, 2014). The film helps learners understand language by allowing them to understand language transactions while also seeing visual cues such as gestures and facial expressions. These visual cues augment the specific communication and serve as a point of focus. Another additional gain of using films is that it comes up with a diverse and authentic fount of language. The films demonstrate to students how the English language is used outside of the learning classroom, particularly communicative language - the language of proper discussion. Through films, students are introduced to organic proclamations and the natural flow of words. If they do not grow up in an English-speaking atmosphere, perhaps only films provide the real-life language input. Films are a crucial part of a student's life, so trying to incorporate them into the English classroom is a no-brainer. The films, as motivators, also make learning the English language more interesting and enjoyable.

Ways of using films in English classroom

Although textbooks are an excellent way to learn vocabulary and grammar, nothing surpasses paying attention to vernacular English speakers. By observing British and American cinemas, people can hear home-grown English performers speaking in the target language in an authentic manner. This helps learners acquire modern English while sounding like an indigenous speaker with respect to usage of vocabulary and style.

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When used in an English language teaching class, films help to teach a variety of skills. Because these are distinct language skills that are not linked, the instructor must utilize different instructional techniques and methods when going to teach these zones. In our daily lives, we have two kinds of conversations: formal and informal. The formal conversation occurs in an environment in which a question is asked and you react by supplying the necessary information. Because the particulars are directly agnate to the question, there is less opportunity to digress. Because it is linked to social settings, there is the possibility of expanding the conversation and switching to various topics in the latter (Alluri, 2018). When using films in language teaching, it is possible to impart both informal and formal dialogue in order to enhance speaking skills. Slow students can also be uplifted to engage in such pursuits.

To use films to tutor writing, the instructor can ask learners to write a review of the films upon watching them, a comparison between two or more films by the same filmmaker, or a contrast between the films, a summary, or a gist. After learning the title of a film, students can begin pre-writing about it. Students can choose from a variety of writing styles during pre-writing, including free writing, knowledge questioning, gathering, interviewing and so on.

While watching a film aids in vocabulary acquisition, it also aids the learner in incorporating a word into a situation. Furthermore, watching films with a specific theme can help you expand your vocabulary. With only enough use and reiteration, even a sedate student can accrue a large vocabulary. While watching a film, the teacher can highlight appropriate glossary related to the civil context of the film. As a result, the student will be able to make use of the lexicon in their everyday life. While watching films, word-list making and gap-filling can also help students learn vocabulary. To assist in this education, the teacher can choose a specific scene in the film that is connected to a community setting, start creating a blotter with some omitted words and ask the learners to fill up the blanks whilst still watching the particular film.

Rather than having attended traditional grammar classes, students can learn grammar rules more efficaciously by watching films. Eventually, grammar-based exercises based on a

particular scene can help students. This approach to grammar instruction is more suitable and novel, engaging students and encouraging active participation. By and large, there are two nudges to teaching the grammar. The Deductive Method is the first, and the Inductive Method is the second.

When watching English-language films, one can understand the society behind the language. Language and culture are inextricably linked (James, n.d.). Students' cultural discussions can be sparked by films. Films can be a great source of discussion and questions. Students can be given written and verbal assignments based on the cultures they have seen in films. Films in the classroom can also help with cross-cultural communication. Students will gain a comprehensive understanding of cultural variation by watching drama and historical films. The instructor can ask learners to collate and contrast their own way of life to the culture depicted in a film, or they can be asked to put down an essay. Learning about other society and cultures helps students develop their cultural literacy. By exposing students to films about other cultures, we can teach them to be tolerant, liberal, and sensitive to them.

Students should strive to understand the overall meaning rather than each individual word when learning English through films. They should not be concerned if they miss some phrases or words in a movie, or if they do not understand a character's accent. They can pause or rewind the movie to record new vocabulary, but not too frequently.

It is a good idea to use subtitles when watching an English-language film. Most video players have a settings menu where we can do this. We are to select 'English subtitles' on YouTube and then we have to press the 'CC' button in the rear end right corner. If one really likes a film, he or she can watch it twice: once with subtitles and once without. Learners should avoid using subtitles in your native language.

If there is a particularly memorable line, learners can write it down and repeat it. They are more likely to recall something if individuals say it aloud. Individuals will occasionally hear expressions that sound great and are very common in Indian English. These colloquial expressions aren't usually taught in school, but they are in movies.

Which films are best to use in English classrooms?

Learning a language is much easier when students are having fun - and what better way to teach than in a language classroom?

The Wizard of Oz (Victor Fleming, 1939), one of the world's most well-known and memorable films, is one of those films of good English one cannot say one has never seen. The plot revolves around Dorothy, a young girl who is transported to a magical land that she is fated to save. There are also some songs, which are always enjoyable. *Jurassic Park* (Steven Spielberg, 1993) is an excellent choice for learning some relatively complex scientific words in an entertaining setting. It happens to be everyone's favourite. With the 90s re-emergence in full swing, *Clueless* (Amy Heckerling, 1995), laid in a Los Angeles school and showcasing some of the most legendary fashion styles of the 1993-1996 era, is the best way to freshen up on retro teen slang. It is based on Jane Austen's novel Emma. If students are unsure whether they should learn British or American English, *Notting Hill* (Roger Michell, 1999) provides both in a perfect romantic comedy package. It follows a geeky bookshop owner in London who is infatuated with an American film star. They will feel all fuzzy and warm at the end. Keeping with the royal theme, *The Queen* (Stephen Frears, 2006), premised on the UK Royal Family's riposte to Princess Diana's demise, teaches some seriously sophisticated British English accents. It is full of theatrics, expensive sets, and leading lady Helen Mirren performing her best Queen impression (comprehensive with a posh accent). *The King's Speech* (Tom Hooper, 2010), conveniently, focuses on England's King George, who had to confront a speech impediment in order to give an address to the British people - so it is not only entertaining, but there is also a whole pronunciation lesson in there. *The Hunger Games* (Gary Ross, 2012) is packed with convenient American accents, sci-fi adventures, romance, and post-apocalyptic politics (2017).

Activities to be incorporated

Students show a lot of interest during the screening of films, especially those in English. The teacher's goal should be to channel this eagerness in a constructive and positive way to influence English learning. The primary goal of the good direction with the fruitful use of films in ELT classrooms is a new and improved method of learning English. Teachers and educators must be practical when teaching and learning skills to ESL students (Bose, 2022).

They should target and support in the form of multiplying by focusing on learning and teaching objectives, as well as feasibly possible tasks by using films that are typically beyond students' language capability. The educator should pause the film at a specific point during the screening and allow the students to re-enact the dialogue from the film. Students may also recognize an actor or actress by a famous interaction, such as a expression or statement, in a specific film or scene. The learners can discuss the entire film, some of the main happenings in the film, or whatever they discern about the film in the end. They must concoct a summary, either individually or in groups, to demonstrate to the class. They may have a debate about the film's ideas, with one group in favour and one group opposed. The instructor needs to allow the student to select his or her own group.

Some drawbacks

Interesting films generate more vivid and direct perceptions through the senses, which improve students' long memory and comprehension. However, it is obvious that the audio-visual method has its own set of drawbacks. To begin with, some films are normally one hour or even two hours long, which means that the audio-visual class will turn into a simple entertainment class, with students simply watching films for fun rather than learning a language, and the students will lose their clear, precise directions. Perhaps they will be led astray in practice (Wang, 2009). Second, much of the language lab's equipment fails frequently in a period class. Third, not each and every film strip on numerous subjects with languages appropriate for students' levels is available. Fourth, not every film slice can provide relevant and accurate images of the target language and culture which can easily lead to students' cultural misunderstandings. Despite the fact that the classrooms are outfitted with cutting-edge technology, they are still machines, and some technical issues may arise while using a film. There are technical issues with the projector, audio system, accessories of the computer, and the internet, if I name a few. It will be messy while watching the movie if the teacher does not carefully complete the homework. Following that, it is critical to monitor the learners' moods while viewing the film, as certain sequences may deflect or de-motivate them. Various slangs and intonations used in the movie can also cause problems while watching.

Solutions to drawbacks

To overcome the drawbacks the language instructors need to be extra careful in selection and utilization of films in the language classroom. One difficulty with using films for language acquisition is that people frequently regard films as nothing more than enjoyment, which increases the risk of passive viewing. As a result, according to Tuncay, teachers generally avoid using that type of tool in their classrooms (2014). In order to avoid passive watching and encourage learner activity, teachers should plan tasks that include before, during and after watching activities (Mu, 2018). Before-watching exercises could include plot and character discussions. Students can write down hash-tags that they find difficult during the film screening and later discuss those terms and phrases in class. Finally, after watching the films, students should engage in language production, such as writing a film analysis or discussing key themes addressed in the film. Pandey adds to this by stating that watching the film should lead to discussions in which learners can use the target language (2012).

Conclusion

Films are a departure from the norm and provide students with realistic learning situations (Sherman, 2003). A single film clip can be used to practice the following English skills: listening, speaking, vocabulary, and pronunciation. Students' vocabulary awareness can be improved, as well as their pronunciation and intonation, by using films in the English classroom (Curtis, 2007). This paper focuses on the use of audio-visual technological solutions, like films, in the English classroom, with the goal of recommending their incorporation for non-native English learners. With the advancement of audiovisual technologies, their applications are no longer limited to entertainment. Indeed, audiovisual innovations could be used in the classroom to help students learn a second language. With respect to that viewpoint, this essay emphasizes the effectiveness of film exposures in ameliorating the speaking expertise of non-native English language students. According to the essay, audiovisual machineries, such as the media of films, are an excellent resource for teaching English in general and should be used more frequently in outlander English language acquisition settings. Films engage, inform, and inspire their audiences in unique and entertaining ways through languages, stories, and culture. While using film as an instructional tool takes time, I believe the benefits outweigh the above-mentioned challenges.

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