

THE INFLUENCE OF VISUAL MEDIA ON STUDENTS-USED AS LANGUAGE TEACHING TOOL

Abstract

In this paper, I would like to stress the impact of visual characters on youngsters, especially in India. The major focus is on the emphasis given to the characters in the movies. There are so many literary books like novels that became the background of movies in Telugu and Hindi. Youth learn many behavioral patterns and styles from visual media. They learn many things that are useful and harmful to them via media. So, in my opinion, Literature and Movies are the two sides of the same coin 'media'. Visual media covers all the main concepts of effective English Teaching Strategies Listening and Speaking (Movies)-Reading and writing (Literature)

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I. INTRODUCTION

"Cinema is a matter of what's in the frame and what's out" – Martin Scorsese.

The emphasis placed on the characters in the films and the actual application of visual materials in teaching are the main points of this essay. Numerous literary works, such as novels, have served as the inspiration for any film. From visual media, young people pick up a lot of behavioral patterns and trends. Through media, people learn a lot of helpful and dangerous things. Therefore, in my perspective, literature and film are two different forms of the same "media." Reading texts helps readers enhance their reading and writing skills (literature), whereas visual media such as movies encompass all the key ideas of effective English teaching strategies like speaking and listening.

India possessed a diverse spectrum of cultures and customs and was a secular and democratic nation. India's heart and soul have always portrayed its unity in diversity. Both before and after Independence, the media is essential for luring young people. According to the World Dictionary, media is a medium of communication that reaches many people through radio, television, and newspapers. Today's movies influence people's mentalities at all stages of life, from childhood to old age. Movies have a greater impact on children and teenagers.

II. NOVELS MADE INTO MOVIES

A reader's mind may or may not retain the idea after reading. However, his odds of remembering and recalling are increased if he observes. Therefore, visual media is crucial to everyone's psyche. Literature includes a wide variety of writings. Undoubtedly, reading a book has an impact on someone. However, the narrative should be given a visual form for a more powerful and immediate impression. One such illustration is Chetan Bhagat's *Five Point Someone* which was highly appreciated after acquiring the visual form.

It is often accepted that only Western filmmakers are drawn to novels and have the urge to adapt them into films. Even filmmakers from India wish to convey information through written screenplays. The Ramayana, Mahabharata, and other tales from Indian mythology have, however, consistently been translated into films, either directly or indirectly, including Raja Harish Chandra, the first Bollywood film, and others. One will never forget how effectively Prakash Jha's Ranjeeti related the Mahabharata's tales to the current political climate while teaching them. Lajja, by Raj Kumar Santoshi, alluded to a woman's position and the Ramayana character Sita. The classic novel Devdas by Sarat Chandra Chattopadhyay was adapted into three films in the years 1936, 1955, and 2002. The novel Sahib Bibi Aur Ghulam by Bimal Mitra was made into a movie with the same name in Bengali and Hindi.

The Namesake, a novel by Jhumpa Lahiri, has been made into a film with the same name. Shakespeare's Macbeth is referenced in the Ruskin Bond novel *The Blue Umbrella*, and the classic *Parineeta* by Sarat Chandra Chattopadhyay is also adapted for the screen under the same name. Black Friday is based on S. Hussain Zaidi's book *Black Friday - The True Story of the Bombay Bomb Blasts*; Omkara makes use of *Othello* by Shakespeare; and Slumdog Millionaire is based on Vikas Swarup's *Q&A*. Aisha, a contemporary adaptation of Jane Austen's *Emma*, let down the audience. Hello, another movie based on a novel by

Chetan Bhagat 's *One Night @ Call Center*. Additionally, movies like *Three Idiots*, which was partially influenced by Chetan Bhagat's *Five Point Someone*.

In comparison, movies have a greater influence on young people than books do. Regarding the visual representation of the described content, things are always evolving. Instead of using words to tell stories, actual characters are used. Rather than reading a novel of 250 pages, the audience is more excited to watch and understand the notion. The entire story is condensed into a three-hour feature in the movie. The audience does not have to make an effort to imagine. On the screen, they may watch it. However, it would be impossible to cover everything in the work in just three hours. The movie fails if the story's core is lost in the process of being compressed to fit the time frame.

Not all novels that are filmed are in English. There are several Telugu novels that gain popularity after being made into a film. In numerous Tollywood films, a large number of Telugu novelists created scripts. As a form of language art, literature, and film are connected. Yaddanapudi Sulochana Rani, Muppalla RangaNayakamma, Arekapudi Kousalya Devi, Malladi Venkata Krishna Murthy, Yandamuri Veerendranath, Vishwanatha Satyanarayana, Chalam, Kaalipatnam RamaRao, Rachakonda, Vishwanatha Shastri, Adivishnu are well-known Telugu novelists who acquired fame after visualizing their ideas through movies. Meena, Jeevana Tarangalu, Prema Simhaasanam, Secretary, Jyoti, Vijetha, Agni Poolu, Girija Kalyanam, and Radha Krishna are shown by Yaddanapudi Sulochana Rani under the same name. Ballipeetam, Krishnaveni, by Muppalla Ranga Nayakamma; Premanagar, Shankhu Theertham, by KousalyaDevi; Teeneteega Chantabbai, by Malladi Venkata Krishna Murthy; Raakshasudu, and Abhilaasha, by Yandamuri Veerendranath; Kommanapalli Ganapati Rao's Aranya Kaanda, GV Amereshwar Rao's Rendilla Pujari; Pothoori Vijayalaxmi's Sreevaariki Premalekha are some of the examples of Telugu novels who are visualized and got high reputation to the writers.

Complex print texts must be discussed in class while teaching English. As students advance from one grade level to the next, there should be a progression in the complexity of the plot, characters, and authorial style. For instance, *Romeo and Juliet* studied at the basic level, is unquestionably less challenging in terms of plot, character motivation, and use of imagery and metaphor than *Hamlet*, studied at an advanced level. A work like *To Kill A Mockingbird*, which is studied in English classes, offers students a similar opportunity for a mild introduction to the study of character and symbol before moving on to the increasingly difficult structures of the novels at an intermediate level. Students are permitted to demonstrate their prior comprehension of the text and to develop a grasp of the vocabulary necessary for this understanding.

A useful and potential new tool for the classroom is video. The temptation is always there to just play a video for the class and let them watch it without even asking them to participate. The film serves as a listening aid that might improve the students' listening abilities. Students' ability to notice the location, action, feelings, gestures, and discourse in a video clip serves as a crucial visual stimulus for language development and utilization. This is a tool designed to introduce English Speaking Skills to the pupils. Therefore, the video must be an English film. For instance, the movie *My Fair Lady*, which is adapted from George Bernard Shaw's *Pygmalion*, must be shown if the topic primarily focuses on pronunciation abilities. The students pay close attention to how the sounds are spoken. After watching this movie, they will feel more inspired because the theme emphasizes how

consistent practice may change a woman's language from rustic to polished. While watching movies, students feel at ease.

When using the video as a teaching tool, the lesson plan should refer to specific films that have just been published; however, depending on availability, they can modify themselves to utilize a similar moment in a different film. This allows the students at the basic level to be creative in the classroom utilizing video as an appliance for enjoyment and communicative activities.

The exercises include tasks to be completed prior to, during, and after watching. Students are required to gather data for the video they will view the following day as part of the previewing exercise. Some students watch movies that include sequences from debates or live interviews as part of a while-viewing assignment, and they are then instructed to pay attention to the tactics participants use to participate in these moments. The post-viewing exercise, which requires them to write a review after watching the film, is required. The review given by the group of students who viewed the film is something that other pupils are asked to pay attention to.

The sound has to be turned off while watching a scene. As they stand in front of the screen, they compose their script, write their prediction for the moment, and play it. Following the performances, the students listen to the scenes with the sound on and select the group they thought was the funniest or closest to the original. This activity is enjoyable and fun. The imagery is extremely visual and filled with expressive motions. appropriate for intermediate levels.

Students observe a scene and then write a summary or a newspaper article about what they observe. Students are required to create a story on a conflict between two guys, an accident, or any other catastrophe for a local newspaper they are working for. The pre-viewing, while-viewing, and post-viewing tasks give them the chance to learn new vocabulary, while the post-viewing assignment gives them lots of practice with the use of tenses.

Students watch the scene a few times and jot down the key phrases and important words that each character speaks. It usually works better if there are two characters in the action. Each group is given a character, and they are encouraged to listen and exchange information. They are required to compose the scene's script, which features both characters, in collaboration with a member of a different group. They were unable to record the entire listening exercise script since it was so tough to remember all the dialogues. They have to rely on their creativity to fill in the blanks. They have a fantastic chance to practice their grammar. The pre-viewing and during-viewing exercises provide lots of vocabulary development. Students view a scene from a movie with a lot of visual elements and record it in their vocabulary books. By asking a series of true/false questions and having your students order a series of events, you may teach and assess your students' vocabulary.

To help our students learn, some listening exercises require that we focus on a particular dialogue. When dealing with pronunciation characteristics, it is vital to push people to listen. Authentic listening material for pronunciation practice can be found in movies, which is a good source. Another effective way to acquire pronunciation is to watch British-based movies. Using related speech and sentence stress is the focus of this movie practice,

which is in an accelerated language, English. In other words, sentences might have stressed or unstressed syllables. Additionally, it features role-playing scenes so that students can practice sentence stress in a real-world setting. While watching the movie, students can pick up on how to use body language, postures, and tone along with numerous gestures through emotional scenes.

III. CONCLUSION

Students from rural and semi-urban areas need to receive special attention due to the shifting patterns in the modern labor market and the demands of clients on the workforce. Information and Communication Technology (ICT) has become the primary mode of instruction, and computer-based testing has replaced paper-and-pencil exams. It has become essential to train pupils who came from places with few resources and opportunities. Instead of reading a novel and writing a review, they feel more ease in watching a movie. The proposed setup for computer-assisted language learning technology can provide students with a great and desperately needed opportunity to polish their language skill set and improve their employability. In this way, Integrated abilities are applied to the development of both employability and language abilities. Watching English movies in class helps students learn vocabulary, grammar, speaking, listening, reading, and writing skills and has a greater psychological influence on pupils than reading books. A person needs to know English to survive and advance in our globally connected society. This is a small attempt to stress that young people are more influenced by movies than by books.

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