"USES OF ON-CAMPUS FILM CLUBS FOR TEACHING LANGUAGE AND LITERATURE"

Abstract

Films and film clubs on campuses facilitate participatory and collaborative teaching learning opportunities. Pragmatic methods and explorative approach in teaching and learning respectively are implemented at under graduate college education resulting in outcome based evidential and result oriented academic achievements. English academics are the most suitable educational professionals to initiate this endeavor as they deal with language which is more creative as a subject matter and also deal with literary texts like fiction that has value for adaptations into film. Teachers at university level get to creating opportunities for learners through a film club as a platform to showcase their talents and portray their creative potential and further to hone their literary and aesthetic expression which would help them in their personal and professional lives in future. Film clubs as a creative platform has greater potential in training students in creative arts thereby implementing what they learn theoretically by putting into practice to produce film content. Therefore the current trend of skilling up and up-skilling of young people in India would have productive academic practices that "earn when you learn" would be appreciated by students to add up to the strength of country's economy and thus leading to successful careers and paving paths very much during college life for students.

Keywords: Film-clubs, Pragmatism, Creativity, Adaptations

Author

Andoju Srinivasulu
Sr. Assistant Professor of English
CBIT
Hyderabad, Telangana, India.

I. INTRODUCTION: USE OF FILMS IN CLASSROOMS

The language and literature classrooms are composed of a multitude of learners from all backgrounds but with a common or shared knowledge on films. Students, of any streams are difficult to be understood and or assessed academically in separation with films. Owing this trend to the increasing film content on OTT (Over-the-top) platforms and multiple uses of smart phones technologies, students have become more and more tech-savvy. The syllabus designers need to tap this ability of the learners and require concretization and to achieve this, various pedagogical strategies can be employed, among them the use of visual media is said to be more effective. Viewing film in the classroom (not in "film" studies classroom) gives visual representation to abstract thoughts. It helps students gain in depth knowledge, develops critical interpretation, and actively involved students in their studies (Morze, 2008).While using films in the language and literature classroom, teaching aims like logical thinking, critical thinking, comprehension and retention, self-regulation, new knowledge etc, are developed. Authentic activities can include: problem based learning, hypermedia (media), role-play, debates, and collaborative learning (Driscoll, 2000). Allen (2005) explains that examining films can promote social thinking and awareness of social perspectives.

According to the meaningful learning theory, students are allowed to interpret new knowledge through their new experiences and make connections with their prior knowledge (Ausubel, 1962; Glaserfeld, 2000). Engle (2003) this suggests that decision making is at the heart of comprehension in learning language and literature. Besides, students learning the decision-making process become self reliant and not focusing alone on content memorization. Films have potential to help provoke a meaningful inquiry of an communication situation, thus allowing students to make insightful decisions based on what they viewed and what the teacher does to support the curriculum. Allen (2005) sees two benefits in using films in the language and literature classroom: Firstly, films have been found to bring students closer to the people, events, concepts, and theories, and further help them come alive academically; secondly, films correct, improve, and simplify content that compliment learning language and literature by enhancing long-term memory and retention and generating abstract thinking (Benedict, 2006).

1. Objectives of Using Films in Classroom

- To facilitate participatory and collaborative teaching and learning
- To try Pragmatic methods & Explorative Approaches in teaching Adult learners
- To create a platform for learners with more opportunities for Expressing their potential
- To convert theory into practice by producing film content

II. PARTICIPATORY AND COLLABORATIVE TEACHING AND LEARNING

The new age concept of 'inclusivity' in educational practices has been much appreciated all over the world more increasingly in the recent past in almost all the third world countries. All learners participating in the learning process and achieving together can be understood for inclusivity in education. This is possible through the use of film clubs in language and literature classrooms as this practical method of learning forms learners'

potential constructively and in collaborative manner. Students work in teams, as organizers, anchors, run discussion forums and write interpretations. All this is dynamic process involving all the learners in a single activity.

III. PRAGMATIC METHODS & EXPLORATIVE APPROACHES IN TEACHING ADULT LEARNERS

Learners' autonomy would be the aim of this particular method of teaching English for language learning and through literary appreciation. Teachers limit their role up to preparation of instructions and activity sheets and attend learners' doubt clarification and work merely as gap fillers in the process. Therefore, learners turn out to be more responsible for their learning by doing all by themselves ensuring their freedom and autonomy during the three stages of preparation, presentation and discussion of film screening and reviewing. Learner get to explore ways of selection of visual contents, managerial potential through organization of screening, honing their peoples' skills by working teams will all improve their language and expression.

IV. CREATE A PLATFORM FOR LEARNERS WITH MORE OPPORTUNITIES FOR EXPRESSION

Likewise, forming learners' expression is the inherent objective of using films in language and literature classrooms. This aim is implemented systematically by creating a singular platform for their regular activity so as to making this as a learning habit through constant practice of using films for the language learning. Thus forming a discussion forum or a film club would sustain this practice which would guarantee opportunities for students to try and form their communication and expression in English language with good abilities of literary appreciation skills.

V. CONVERSION OF THEORY INTO PRACTICE BY PRODUCING FILM CONTENT

Use of films in classrooms can compliment syllabus design and curricular implementation in a novel manner by ensuring appreciation from all stake-holders and as also to prove that this practice can help educators to put theory on curriculum into practice very much while the learners are in school/college. After facilitating films for viewing, discussing and reviewing learners get encouraged to try with their own ideas/thoughts as a metter of improvisation and further may be encouraged to script them down for a film production. After all, forming personal point of view and expressing it is also a major aim and objective of language learning, that prepares them for future work related creative expectations.

1. **The procedure of using films in classrooms:** This practice helps both teachers and students to feel it so refreshing to use media inside the classroom as it comes with an immersive activity along with potential learning opportunities by practical activities. Teacher's involvement is so consistent that it provides an experience of immense learning.

- **Pre-Screening**: At this stage teacher can aim vocabulary development through questioning and eliciting answers. The aim is to guide, direct, and advise the students to introduce the new vocabulary, clarify cinematic terminology, and discuss what is required during the screening.

- **During Screening**: At this stage teacher uses a work-sheet prepared before hand, and distributes worksheets to the students to think along the film while watching it. The aims is to encourage the student to collect ideas from the film in relation to the given scripts and synopses.

- **Post-Screening**: At this stage teacher might ensure good classroom discussion and debate, and students' need to evaluate of the film. This is an important stage where language production is the key in which learners use their perception and put their responses in their own perspectives and present their views.

These three-stages of practice promote timeliness – learning with moment-to-moment intentional awareness of the outside world of nature and human institutions. The discussion took place immediately after the screening in the class, and reflected the process of learning.

There might not be any standardized universal procedure for using film in the classroom however, researchers have developed certain instructions for teachers to follow when using films in classroom to maximize student performance and learning benefits. Teachers want their students to use their own sensory and emotional systems to learn elements of social human behavior. The discussion and the deliberations after the screening expose students how abstract concepts become understood and comprehensible, and how they deepen students' critical interpretations (Morze, 2008). Using films in the classroom facilitate a high level of self involvement and cooperative learning. Screening films as an instructional tool intensifies retention and understanding, reasoning and critical thinking (Driscoll, 2000).

VI. FILM CLUBS AS A NEW TREND ON COLLEGE CAMPUSES

Like it is mentioned and widely evident that adult learners are difficult to be understood in separation with films, ever since the popularization of the film industry, movies have impacted how people live. India being the largest film content producer in the world always believed in a treasure full of local, social and commercial stories to be told on screen. The stories highlighted in films affect how people behave as they represent trends in local lives and help young people to relate to global lifestyle, fashion, technology, and information etc,. In particular, movies have a profound influence on how college students behave in life. For these reasons and many more, college film clubs need not only to exist as controlling groups but also aim to cater to creative minds to further nurture them towards appreciating healthy and classical film culture amongst students. "The film club aims to familiarize students with various cultural backgrounds through screening of unique films and to train the students to become active viewers of cinema", says Malathi a language academician in Pondicherry University, India. Film club also help students to choose creative careers, they

would provide educational opportunities outside the classroom ambiance and introduce the students to various aspects of popular entertainment mediums, especially cinema.

1. What is a film club on campus?

On campus film club is a creative destination for students who are serious academics and can be an innovative and refreshing learning platform though visual content, precisely a club is;

- An enthusiastic group of students discussing arts and aesthetics – a discussion forum
- Basically screens movies with a purpose and analyses them critically – a watch group
- Writes reviews, adaptations and screenplays
- Produces film content on topics of relevance and social issues around them

2. Chaaya as an example

Chaaya – the film club of CBIT, in Hyderabad, India – can be understood as one such successful implementation on campuses that use films actively to engage and entertain students in the process of leaning language to honing their communication and expression. The reasons we brought in this practice is because of the following reasons that:

- Students cannot be understood in separation with films in India
- So to teach them the way they understand is inclusivity in education
- Chaaya – a shadow of the light (Visual) is a film club with such implementation
- Visual Culture is Increasing - A Phone in Hand is potential learning tool

VII. CONCLUSION

Thus the use of film is useful in the language and literature classrooms, because it contributes to the involvement, collaboration, pluralism, creativity, assessment, and evaluation of the students. It is important that teachers preview any film they plan to show in class, and prepare the forms for the students. This article is an attempt bring in such an active awareness to urge how to practically implement this method using three steps of instruction to ensure a better classroom outcome. With all their advantages, films can be effective but teachers are reluctant to use them, as teaching visually takes a greater effort and demands more time and efforts. Yet, as the modern methodologies are evolving, usefully reveal that they enable students to make the connection between theory and real-life situations. This example provides a positive experience, one which will hopefully encourage other teachers to use films and film clubs on campuses for active learning in colleges and university classrooms.

REFERENCES

[1] Allen, M. (2005). 'It is as it was': Feature films in the history classroom. The Social Studies, 96 (2),61-67.

[2] Srivastava, M., de Boer, A., & Pijl, S-J. (2015). Inclusive education in developing countries: A closer look at its implementation in the last ten years. Educational Review, 67(2), 179-195.

[3] https://www.thehindu.com/news/cities/puducherry/film-club-established-at-pondicherry-university-community-college/article66733043.ece

[4] Ausubel, D. P. (1962). A sub-sumption theory of meaningful verbal learning. Journal of General Psychology, 66, 213-224.

[5] Bar-Haim, A. (1994). Organizational behavior, Part II. Tel Aviv: Open University (in Hebrew). Banks, J. A. (2003).

[6] Introduction: Democratic citizenship education in multicultural societies. In: J. A. Banks (Ed.), Diversity and citizenship education: Global perspectives (pp. 3-15).

[7] San-Francisco: Jossey-Bass. Benedict, R. W. (2006). Secondary social studies teachers' use of film: A comparison study. Doctorial Dissertation.