A Book Chapter: "Use of Films Clubs for Teaching Language and Literature

Andoju Srinivasulu

Sr. Asst. Professor of English, CBIT, Hyderabad, T.S, India.

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.

Key words: Film-clubs, Pragmatism, Creativity, Adaptations

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. 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) gives visual representation to abstract thoughts. It helps students gain indepth knowledge, develops critical interpretation, and actively involved students in their studies (Morze, 2008).When using films in the social studies classroom, instructional goals like reasoning, critical thinking, retention and understanding, self-regulation, and refraction of the curriculum are developed. Authentic activities can include: problembased 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 their new experiences and make connections with their prior knowledge (Ausubel, 1962; Glaserfeld, 2000). Engle (2003) suggests that decision making is at the heart of social studies, with students learning the decision-making process and not focusing on content

memorization. Film can help provoke a meaningful inquiry of a social event, 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 social science classroom: First, films have been found to bring students closer to the people, events, concepts, and theories, and help them come alive academically; second, films correct, improve, and simplify social content by enhancing long-term memory and retention and generating abstract thinking (Benedict, 2006).

The procedure of using films in classrooms

A teacher feels it refreshing to use media inside the classroom as it comes with an immersive activity along with potential learning opportunities even for the teacher. Teacher's involvement is consistent that it provides an experience of immense learning.

1. Pre-screening: At the first stage the aim is to guide, direct, and advise the students; introduce them to the new vocabulary; clarify cinematic terminology; and discuss what is required during the screening.

2. During screening: At this stage the worksheet aims to push the student to collect data from the film in relation to the written concepts.

3. Post-viewing activity: Classroom discussion and debate, and students' evaluation of the film.

These three-stages of practice promotes 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 is need for standardized universal procedure for using film in the classroom it has yet to be designed. However, researchers have developed certain instructions for teachers to follow when using films in classroom to maximize student performance and learning benefits. The teachers want the 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).

Film clubs as a new trend on college campuses

These days adult learners are difficult to be understood in separation with films. Since the popularization of the film industry, movies have impacted how people live. The stories highlighted in films affect how people behave as they represent trends in lifestyle, fashion, technology, and information. In particular, movies have a profound influence on how college students behave in life. For these reasons and more, college film clubs exist 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.

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

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

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

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

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

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

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