The Influence of Visual Media on Students-Used as Language Teaching Tool

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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)

Keywords— Media – Novels- Movies-Youth- Classroom tool- ICT

#  INTRODUCTION

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

The major focus of this paper is on the emphasis given to the characters in the movies and the practical usage of visual media in classroom teaching. 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 like Listening and Speaking (Movies)-whereas, reading texts develop Reading and Writing (Literature).

 India, a land of secularism and democracy, had a wide range of cultures and traditions. Unity in diversity is always the heart and soul of India. Before and after Independence, the media plays a crucial role in attracting the youth. Media, as World Dictionary says, is the means of communication that reach many people through newspapers, radio, and television. Nowadays, movies create a lot of differences in the mindset of an individual from childhood to old age. Especially, the impact of movies is more on youngsters or teenagers.

**II**. **NOVELS MADE INTO MOVIES**

When a person reads, his mind may or may not remember the concept. But if he watches, the chances to remember and recollect are more. So, visual media plays a vital role in the mindset of every individual. There are many writings in Literature in various forms. Reading a Novel surely influences a person. But, for effective and immediate impact, the novel should be given a visual form. For example, Chetan Bhagat's Five Point Someone received high recognition after getting the visual form only.

 If anyone wants to convey information through written scripts, it is believed that only Western filmmakers are drawn to novels and have an impulse to adapt them into films. However, stories from Indian mythology, like Raja Harish Chandra, the first picture in Bollywood, Ramayana, and Mahabharata have been continually adapted into pictures, directly or indirectly. One cannot forget how perfectly Prakash Jha's Rajneeti taught stories from Mahabharata and projected them into a visual pleasure relating it to the current political scenario. Raj Kumar Santoshi's Lajja, echoed the condition of a woman connecting it to the character of Sita from Ramayana. Some classic examples are The Guide which is made on the references taken from R.K. Narayan's The Guide, Sarat Chandra Chattopadhyay's classic novel adapted into films thrice in the years 1936, 1955 & 2002 titled Devdas, The novel Sahib Bibi Aur Ghulam by Bimal Mitra was made into a movie with the same name in Bengali and Hindi.

 The Namesake by Jhumpa Lahiri is released as a movie with the same name. The Blue Umbrella by Ruskin Bond, Maqbool is filmed by drawing references from Shakespeare's Macbeth, and Parineeta, Sarat Chandra Chattopadhyay's classic is also filmed with the same name, Black Friday is based on Black Friday – The True Story of the Bombay Bomb Blasts, a book written by S. Hussain Zaidi, Omkara is referenced from Shakespeare's Othello and Slumdog Millionaire is based on Vikas Swarup's Q&A. Amongst the surplus films which were made from the novels, Hello was filmed based on One Night @ Call Center by Chetan Bhagat, Aisha, a modern version of Jane Austen's Emma, disappointed the audience. Moreover, films like Three Idiots, partly inspired by Chetan Bhagat's Five Point Someone and recently released Kai Po Che was taken from Chetan Bhagat's Three Mistakes of My Life retained their fascination amongst the audience.

 In comparison, the impact of movies is more than the impact of novels on the youth. Things keep on changing when it comes to the visual portrayal of the described content. Narration is not through words but through living characters. The audience feels enthused to watch and know the concept rather than reading a 250 pages novel. In the movie, the entire content is compressed into a three-hour film. The audience need not put in effort to imagine things. They can see it on screen. But it is not possible to convey all the contents of the novel in three hours. Compressing the story to fit in the time length ultimately muddles the essence of the story which leads to the failure of the movie.

 English novels are not the only novels that are filmed. There are plenty of Telugu novels that acquire a reputation after taking the shape of a movie. Many Telugu novelists act as scriptwriters in many Tollywood movies. Literature and movies are intertwined as an art of language. Yaddanapudi Sulochana Rani, Muppalla RangaNayakamma, Arekapudi (Koduri) 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. Yaddanapudi Sulochana Rani's Meena, Jeevana Tarangalu, Prema Simhaasanam, Secretary, Jyoti, Vijetha, Agni Poolu, Girija Kalyanam, Radha Krishna are visualized with the same name. Muppalla RangaNayakamma's Ballipeetam, Krishnaveni; KousalyaDevi's Premanagar, Shankhu Theertham; Malladi Venkata Krishna Murthy's Teeneteega Chantabbai; Yandamuri Veerendranath's Raakshasudu, Abhilaasha, RakthaSindhooram, Raktabhishekam, Akhari Poratam, Marana Mridangam, Oka Radha Iddaru Krishnulu, Agnipravesam, Konguchaatukrishnudu; 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 a reputation to the writers.

 While teaching English, complex print texts must be discussed in the classroom. There should be a progression in the complexity of plot, character, and authorial style as the students’ progress from one grade level to the next increases; for example, Romeo & Juliet, often studied at the basic level, is unquestionably less difficult in terms of plot, character motivation, and use of imagery and metaphor than Hamlet, often studied at an advanced level. Similarly, a novel such as To Kill A Mockingbird, regularly studied in English affords the student a moderate introduction to the study of character and symbol before moving to the increasingly more challenging structures of the novels at an advanced level. Students are allowed to support prior understanding of the text and had to acquire a comprehension of the terminology associated with this understanding.

 Video is a valuable and possibly another classroom tool. There is always the temptation to simply put a video and let the students watch a film without even challenging them to be actively involved. The video acts as a listening tool that can enhance the listening experience for the students. The setting, action, emotions, gestures, and dialogues that the students can observe in a video clip, provide an important visual stimulus for language production and usage. This is used as a tool in making the students acquainted with English Speaking Skills. So, the video must be an English movie. For Example, if the topic mainly concentrates on pronunciation skills, the movie My Fair Lady which is taken from Pygmalion by George Bernard Shaw has to be telecasted. The students concentrate on the pronunciation of the sounds. They will get motivation after watching this film because the theme highlights continuous practice brings transformation in the language of a lady from rustic language to refined language. Students feel relaxed while watching movies.

 When the video is used as a tool, the lesson plan should refer to specific films which have been released recently, however, they can adapt themselves for use with a similar scene in a different film depending on availability. The students should not concentrate too much on specific as they may not be able to pick up, this allows the students at the basic level to be creative in the classroom using video as an appliance for entertainment and communicative activities.

 The activities involve pre-viewing, while-viewing, and post-viewing tasks. As a part of previewing task students are asked to gather the information related to the video which they will watch the next day. As a part of while - viewing task, Some students are shown movies that have some scenes like debates or live interviews and are asked to listen to the strategies used in participating in a debate or interview. They have to write a review after watching the movie, which comes under the post-viewing task. Some students are asked to pay attention to the review presented by the team of students who watched the movie. They have to act as observers. This is effective at all levels.

 Students view a scene with the sound turned off. They then predict the content of the scene, write their script and perform it while standing next to the television. After the performances, students watch the scene with the sound on and decide which group was the funniest or the nearest to the original. This is a good fun exercise. In this particular emotionally charged scene from High Fidelity, three people who work in a record shop argue. It is very graphic with plenty of gestures to stimulate the imagination. Good for intermediate levels.

 Students watch a scene and then write a review or a newspaper article on what they have witnessed. Students are asked to work for a local newspaper and have to write an article on a rift between two men or an accident or any tragedy. Pre-viewing and while-viewing tasks allow them to work on new vocabulary, while the post-viewing task gives them plenty of practice on the usage of tenses.

 Students watch the scene a few times and write the main words and short phrases that a particular character says. Each group is given a character and is encouraged to listen and exchange information, this usually works better if there are two characters in the scene. Working with someone from a different group, they are asked to write the script for the scene, including both characters. It is very difficult to remember all the dialogues so they cannot manage to write down the whole script from the listening exercises. they will have to use their imagination and fill in the gaps. This gives them an excellent opportunity to work on grammar. The pre-viewing and while-viewing tasks give plenty of practice with vocabulary.

 Students watch a scene from a film that has lots of things that they can see and therefore write in their vocabulary books. You can teach and test your students' vocabulary by asking a series of true/ false questions and asking them to put a series of events in order.

 In some listening exercises, we must concentrate on specific dialogue to enable our students to learn. It is necessary to challenge them to listen when dealing with features of pronunciation. Movies afford a worthy source of authentic listening material for the practice of pronunciation. Watching Britain-based movies is another useful source of learning pronunciation. This movie exercise deals with connected speech and sentence stress. English is a stressed-timed language. i.e., certain syllables in a sentence are stressed and some are unstressed. It also has an argument role-play allowing students to practice sentence stress in context. Students can learn the usage of body language, postures, and intonation with lots of gestures, which adds weight to the situation from emotional scenes while watching the video.

**III.CONCLUSION**

 With changing trends in the contemporary job market and client-specific demands on the employees, special focus must be paid to students from rural and semi-urban localities. The major learning methodology shifted to Information Communication Technology (ICT) and testing techniques became Computer Based. It has become extremely imperative to train students who came from areas with limited facilities and exposure. They feel comfortable watching a movie and writing a review rather than reading a novel and writing a review. The proposed setup for the Computer Assisted Language Learning Technology can offer an excellent and much-required opportunity to hone the language skill set of students to gain better employability skills. In this manner, Integrated Skills are used in developing language skills and parallelly employability skills. Students learn vocabulary, grammar, speaking, listening, reading, and writing skills through watching English movies in the classroom, and thus have more impact on the minds of students than reading novels. In this globalized world, if a person wants to survive and intends to be in a good position, he has to know English. This is my modest attempt to say that movies had more impact on young minds than novels.

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