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**TEACHING ENGLISH THROUGH FILMS**

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**Dr.T. Sujani<sup>1</sup>**

Associate Professor & Training Head, Sri Vasavi Engineering College, Tadepalligudem,  
West Godavari, Andhra Pradesh

**Dr. R. Naga Dhana Lakshmi<sup>2</sup>**

Associate Professor, St. Ann's College of Engineering & Technology, Chirala, Prakasam,  
Andhra Pradesh.

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**Abstract**

The present paper aims at alleviating the psychological 'anxiety' that exists usually among college students to communicate in English. English motion pictures in ESL instruction may help them overcome the psychological barriers caused due to the dearth of motivation. Lack of motivation among students is claimed as one of the factors that bring about unsuccessful attempts in language acquisition. It is in this scenario that motion pictures in English may help them grasp, learn and comprehend language with ease. Imitation of the characters of the movie becomes a natural phenomenon for the students who mimic.

**Keywords:** English, ESL, psychological, barriers etc

**Introduction**

The most effectual way to instruct English to students is to facilitate them disregards their emotional hindrances to learning. The current study

is, about using English Films as an aid by the teacher to ease the initial fears of the students to speak in English language. As English is a foreign language many students feel tongue tied to communicate in English. It is mainly due to reasons, like lack of motivation among students to speak in English, their inability to cope with teaching methodology in institutions and the large variety of 'English' they encounter. All these culminate in bewilderment and lead to confusion in their minds. In addition, they seem to possess a 'reluctance' to speak in English may be due to the students' fear of looking and feeling foolish when they make a mistake that would make the others mock them or even look down on them. This method proposes to help remove the students' confrontation to learning spoken language by making them forget their impediments to learning.

In a multi lingual India, English plays an important role and is even the Mother tongue for some. As the country globalizes, more people unexposed to English want to learn the language as a means for a better life. The conventional

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textbooks have always had the fault as a medium of accentuating reading and writing skills at the expense of oral skill. Are movies a complementary aid? Or can, they stand as a course in themselves? The methodologies so far have used films as both. Films can be a dominant source in the English classroom both as an object of study in its own right and as an addition to the more usual language skills.

**Benefits of the use of motion pictures in an ESL classroom**

- The movie has a supreme energy to bring data and inferences.
- A picture of people or objects in the actual world is more complete and precise than a sentence, and a film director can speak in no smaller unities than single pictures.
- Films inspire the fact that the novices love to imitate the characters and their language.
- A movie has often been used to teach speech- no longer only a command of language structure, but also points of pronunciation, intonation, and stress. When the freshmen relate the native dialogues with the subtitles, there is a scope

to study vocabulary, grammar, pronunciation and accent.

- Films also assist them to research special strategies and patterns for processing information.
- Films are proper material. The visuals and the aural medium enhance every other.
- Films and television can show language in situations. It affords to instruct spoken language competencies with visual, 'situational' stimuli.
- Films can exist 'natural' conditions inside which language happens with no pressured intonation patterns: no contrived action.
- Film is able to do what the lecture room instructor can in no way do and that is to present language collectively with an excellent deal of its extra-linguistic environment.

The acquisition of a language can be fulfilled only when the learners are able to speak fluently. In an ESL classroom, popular films benefit the learners as they are reachable or accessible to them. To fulfill this need there should be a careful selection of the film, which would

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enable them to learn English in both formal and informal way.

Films have a mixture of native and urban locales. The theme of the films is very closely related to one's daily life. This makes the learners understand and learn different skills through the film. By engaging the whole class in a general discussion concerning any of the themes that the film explores, we can focus on more issues concerning the topic of the film illustrated by selected key scenes to stimulate discussion.

Due to the fact that the film is strongly related to the learners' lives and surroundings they can freely participate in discussing all aspects of the film. It leads them to respond and overcome their inhibitions and lapses in speaking. While trying to overcome these problems, the students tend to view the film another time. Such kind of interest facilitates a realistic approach on the teaching of pronunciation, communicative language, and vocabulary. Instead of advising the learners to see the film individually again, it is better to pick some important scenes and focus on language area in group of learner. The lengthy conversations between the characters in the films are some examples of this type. A picture speaks a thousand words. Reading a picture leads to so many interpretations. A silent picture illustrates so many things with a handful

of words to assume. Films are full of emotions. The director presents the film with emotions fabricated around so many relations. There may be no words in these emotional scenes, but the feelings present so many words to think about the persons in the scene. A person can speak out his mind, when he loses himself in imagination, with words. An imaginary situation can engage the students in conversation.

Reading a photo varies from man or woman to person. There will be a possibility of wholesome debate based totally on these extraordinary interpretations. The subtitles for native speech are every other possible place that can be used for studying and speaking. Listening to native dialogues and analyzing them in English in the structure of subtitles can be used for quick reading. We can ask them whether the subtitles are conveying the means of the speaker or not. Sometimes self-motivation makes the college students compare the native dialogues with subtitles. There is an opportunity for such form of motivation thru this film. We can ask the students to write and study dialogues between characters, without emotions. They will come up with unique answers. Students file their personal voice on tapes for fluency exercise by way of giving them printed dialogues between characters in the movie. Comparison of their accent and the accent of the audio system can lead them to identify their errors and right

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them. Students pick out their favorite characters in the movie and problematic with aiding motives for their choice. We can make the students to share their private views among a group.

Study questions can be designed to test students' grasp of specific details and clear up some complicated issues, which notably beautify students' comprehension of the film. Discussion questions are aimed at extending and increasing students understanding and journey of the film requires them to reflect on troubles in phrases of their own experience and to evaluate cultural variations of rural and urban locales.

One effective way to check students' comprehension is to explicitly ask them about scenes and dialogues which are not clear to them. There are some information gap activities for language practice. Another good exercise is using teacher-made cloze exercises from the repeated listening, rather than passively listening to dialogues. The teacher may go over the details of the scenes that they fail to comprehend, repeating them several times until learners have a clear understanding of the scenes.

The films provide enjoyable language learning opportunities' for students; which are tailored to students' learning needs and proficiency level. When students are provided with well-structured activities designed to promote

active viewing and stimulates involvement for making the most of learning opportunities, there is no doubt that films will be the most stimulating and enjoyable learning material for the e-generation . However with each successive attempt and increase in teaching experience, 'Teaching language skills through popular films' can turn into a rewarding experience for both students and teachers.

**Conclusion:**

To sum up, use of film is not new to language teaching, but proper use of film is always important. Language practice through the use of films can facilitate the development of interactional competence and even grammatical competence. Moreover, the effective use of films with appropriate tasks can foster the negotiation of speaking skills as beneficial to SLA as oral interaction. Films can provide the opportunities for developing speaking skills. Therefore, it is necessary to examine the viability of English films in the real classroom.

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