

**FILM PROVIDES AUTHENTIC AND VARIED LANGUAGE**E.Pranavi<sup>1</sup>, J.Saroja Kumari<sup>2</sup><sup>1</sup>(Lecturer in English, JMJ College for Women(A); Tenali.)<sup>2</sup>(Lecturer in English, JMJ College for Women(A); Tenali.)**ABSTRACT**

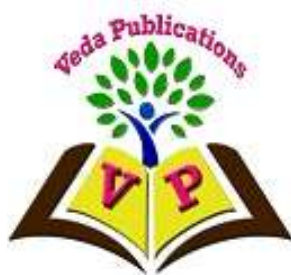
“Art is not a mirror held up to society, but a hammer with which to shape it.”

-Leon Trotsky.

CINEMA and LITERATURE are connected and related to each other but still they are different in their own ways. It has always been one of the most fascinating forms of knowledge which has made great impact on human psyche.

From the early magical experiments till the recent release of Ron Howard's Angels & Demons the relationship between cinema and literature has always been closely intertwined. It has proved on the whole a successful symbiosis, a relationship that remains to this day as inextricable as it is fruitful. Some half century ago, even one French film critic proposed the question as to whether the cinema was capable of surviving without the twin crutches of literature and theatre and the answer was “no”. Cinema is a nascent art, and as such, it has sought in its most vulnerable years succour from the previous generations of theatre and literature. This Borgesian library traversing ages, cultures and continents, written in a thousand languages, incorporating multitudinous philosophies and wildly incompatible theologies is the rich and fertile soil in which cinema has firmly planted its roots and has ever since flourished because it has recourse to the literature of millennia. Cinema has been a thousand years in the making. Language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool.

**Keywords:** *Film as Language learning tool- Motivation- Culture- Second Language.*





## LEARNING FROM FILMS IS MOTIVATING AND ENJOYABLE

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

Another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input.

### FILM GIVES A VISUAL CONTEXT

The viscosity of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

### VARIETY AND FLEXIBILITY

Film can be used to develop all four LSRW communicative skills. For example, a whole film or sequence can be used to practise listening and reading, and as a model for speaking and writing. Film can be used among the students for discussions, debates on social issues, role plays, reconstructing a dialogue or summarising. Given the benefits of using film in the language learning classroom, it is not surprising that many teachers are keen to use film with their students, and an increasing number of them are successfully integrating film into the language-learning syllabus. Until quite recently it was difficult to find pedagogically sound film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials. However, with the advent of the internet there is now a wealth of online

resources for both language teachers and their students. With so many resources, it's sometimes difficult for teachers to see the wood for the trees.

### LESSON PLANS

One can find many websites and blogs which provide detailed and well-structured lesson plans based on film and television clips, short films and viral videos, which save the busy teacher a lot of time. These lesson plans engage the student in a challenging, imaginative study of contemporary debates which are shown in films. They create fascinating fields of study and explore the brain of the students.

### HOW CINEMA AND LITERATURE ARE RELATED

It is said that if you're going to see a movie based on a book you think is worth reading, read the book first, you can never read the book with the same imaginative responsiveness to the author once you have seen the movie.

Cinema is also used in a response to poetry. The tapes and films were chosen out of the American experimental tradition to exemplify various techniques of marrying the two arts. Poetry as the art of utterance and cinema the art of showing, both whole on their own, don't easily make a good couple. But these film and video makers have taken up the challenge anyway by responding to the spirit and the letter of the poet, creating an original cinematic writing. Cinema and language meet head on, not unified as in conventional film, but remaining distinct and dancing, stepping on toes, wooing each other with the charms of mouth and eye and mind. You'll see images' own syntax shuffled, blended, chafing and dovetailing with language; you'll hear and read poets' work while seeing and hearing filmmakers'.

### CONCLUSION

In the beginning stages, literature and films both provide good thoughts and Religious beliefs. Later stage, Film became fully commercial and Literature is hanging between good thoughts and commercial elements.

### SOURCES

- Retrieved from <https://www.ukessays.com/essays/film-studies/the-relationship-between-cinema-and-literature-film-studies-essay.php>