



The Use Of Film Adaptations As A Teaching Medium Through Media Innovation

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Abstract

The effects of technological advances on daily life are getting bigger and bigger, so there are a lot of new ideas in the educational field. Learners will be interested in what they are taught if it is interesting. One of the learning media that can increase the participation of learners in the learning process is film. Especially, audio-visual materials which are used in education are relevant to technology directly, so this fact directs us to examine the usage of the audio-visual materials in literature education. In many ways, new media (like TV, radio, movies, etc.) is based on old media (like books, paintings, music, etc.). Over time, new and old media influence each other and continue to interact with each other (Aytac, 2005;19-20). Most forms of art that came before cinema interact with it in some way. Cinema, which is influenced by music, painting, and theatre, has a lot in common with literature. The most important part of cinema is movies with plots that come from books. The works of authors like Goethe, Shakespeare, Kafka, and Steinbeck have been turned into screenplays many times, and the process is still going on today. Technology has made it possible for films to reach many people faster than books, so they can be more effective. Adaptation films make a more tremendous impact than literary works. With the rise of film as a form of media, literary works do not depend on writing and books as much as they used to. Here are two important parts of the story: the symbolic code of the world is not limited to reading, which is a privilege, and more people can enjoy the value of art in this age of technology manufacturing. Film is a unique way to communicate compared to other forms of media because it is both free and fixed, and because it communicates directly through images and real sounds. It can also cover a wide range of topics. This study aims to analyse and illustrate best practises for employing the action research method's features and strategies to improve classroom outcomes. This article exemplifies how to plan lessons to improve outcomes when using films as a tool for active learning in literacy instruction. Using films as an instructional tool, this study proposes a solution to the difficulty of teaching literature in a complicated classroom. This research aims to present the didactic method of employing films for active learning of English literature in academic institutions.

KEYWORDS Films as educational tool, active learning, learning by watching films, media innovation, teaching media, literary teaching, film adaptations.

INTRODUCTION

Today's students will pay close attention to the medium of learning using media-based instructional materials. Sadiman et al. (2012) define media as "anything that may be utilised to channel messages from sender to receiver in order to stimulate the student's ideas, feelings, attention, and interests in order for the learning process to take place." From this definition, we may determine two essential elements of media. A teaching and learning relationship is thriving if the teacher's communication with their pupils is positively appreciated (in this case it means well understood by the student). In addition to being engrossing, films adapted from narrative works are scrutinised to meet the requirements of contemporary literary education. I will examine the features of learning media as a learning aid for film adaptation. Namely, online learning using video/film. This study employs a qualitative method using a qualitative descriptive research design. In this study, I will also investigate the role of cinema media on the development of narrative awareness. Thus, the selection of the most effective instructional materials is essential for achieving the desired outcome. The fast development of science and technology is frequently cited as justification for this. Film adaptation, as an audio-visual medium, is the best way to solve these issues because: a) students are not required to read a literary book; and b. students are not required to read a literary book. Even if students are then interested in reading the relevant literary work, it is no longer a requirement, but rather solely on their own desires. Indeed, something based on personal interests or passions is far more productive than something based on necessity and pressure. b) Cost-, energy-, and time-saving for schools, students, and instructors is far more popular than reading culture, especially among young people. Observing is more enjoyable than reading. During the covid-19 epidemic, the use of technology in literary education is much more crucial than it is in the modern situation. The covid-19 epidemic time requires instructors to adopt an adaptable mindset. Blended learning strategies can produce innovative and creative learning outcomes. The practice of watching cinema adaptations of literary works cannot totally replace the activity of reading literary works, as both are distinct types of cultural results. So, if practicable, the practice of seeing cinema adaptations can be supplemented with the reading of comparable narrative materials, but with considerable planning. Today, due to technological advancements, films may reach a larger audience than books and are thus more effective. Film adaptations have a greater influence than literary texts. As seen by the emergence of film as a medium, literary works are no longer as dependent on writing and books as they once were. In other words, symbolic code of world experience is not confined to reading experience as a luxury, and participation in the worth of art is attainable for more individuals in the age of technology manufacture. Cinema is a unique medium of communication compared to other media due to its free and fixed character, its direct translation through visual pictures and genuine sounds, and its capacity to handle an infinite range of topics. The purpose of learning media as a learning tool is to facilitate the learning process in the classroom, increase the efficiency of the learning process, maintain the relevance between the subject matter and the purpose of learning, and improve the concentration of students

during the learning process. Online Learning is a Technology-Based Learning Technique, and online learning approaches include: (1) Competency-based online learning; (2) hybrid online learning; (3) online learning tour ideas; and (4) online learning with video / film. In accordance with these perspectives, this study will examine the use of cinema media in teaching literary appreciation. The in-question film was adapted from literary works.

This study employs a qualitative method using a qualitative descriptive research design. This study design was chosen based on the following considerations: (1) the research is conducted with a natural background, namely learning experiences; (2) students serve as the primary research instrument; and (3) this research focuses on processes and outcomes. Media is "anything that may be utilised to channel messages from sender to receiver in order to stimulate the student's ideas, feelings, attention, and interests in order for the learning process to take place." Using this concept, we may determine two essential media functions. A teaching and learning exercise is deemed successful if the teacher's message is effectively received by his students (in this case it means well understood by the student). Thus, for this objective to be attained, it is essential to pick the most appropriate instructional materials. The issue of literary education is not unique to the covid-19 epidemic. In the context of invention and creativity, the problem of literary education has always faced hurdles. During the covid-19 epidemic, the use of technology in literary education is even more vital than it is in the current environment. The time of the covid-19 epidemic requires instructors to have an adaptable mindset. Blended learning strategies may be utilised as unique and imaginative learning solutions. Blended learning refers to learning based on information and communication technologies, top-ed, (1) information searching, (2) information acquisition, and (3) knowledge synthesis. During the covid-19 epidemic, social media like Facebook, YouTube, and films may be leveraged as a novel means of teaching literary appreciation. In online learning, teachers typically utilize a variety of communication/messaging platforms, such as WAG (WhatsApp Group), GC (Google Classroom), Google Meet, Zoom, etc., to deliver information about learning materials. Instructors ensure that students are adequately prepared to follow the instruction. Then, ensure that all equipment necessary to screen the film is prepared. The aim of the learning, the rules of the game, and the fundamentals of the film to be shown are provided to offer context for the film. These might be the location, historical period, and culture of the film that will be shown. The outcomes of the assignment might then be submitted to the instructor for evaluation of the student's engagement. The action of watching cinema adaptations of literary works cannot totally replace the activity of reading literary works, as both are distinct types of cultural output. Hence, if feasible, seeing cinema adaptations can be followed by reading relevant literary works, albeit with certain modifications.

This paper's primary focus is the use of film adaptations as a teaching tool for literature with the ever-involved and ever-expanding world of media, teaching with the use of media becomes a greater concern in the classroom. There are two culturally dominant methods to experience fiction in the twenty-first century: the visual forms of film and the

textual forms of the novel. This generation of students is exposed to numerous forms of media and visual culture outside of the classroom. This research illuminates the necessity for literary professors to use cinema adaptations in their classes. It also explores the distinctions between the novel and the film. Via media interchange, it is also possible to create comparisons between literary works and their film adaptations. It is well recognised that the audio-visual technique is an efficient method of teaching foreign languages. The use of audio-visual aids in this approach assists the instructor in establishing a natural classroom environment conducive to the acquisition of a foreign language, as well as attracting the students' attention in such settings, thus ensuring their success. Understand how literary arts become a film and screenplay, the requirements of the information and media age in terms of adaptation, and how cinema and visual media replace literature in the information age. It demonstrates the intimate link between literature and film, as well as a knowledge of its present and future. When we consider the current state of our nation, the term "media" is frequently mis defined, and the presentation of "media organs such as radio, television, and periodicals" indicates a cognitive deficit (cf. Kayaoglu, 2009;90). In accordance with the concept of time's spirit, all forms of communication tools are acknowledged as media. In other words, it signifies more than simply a media organ; it encompasses all art forms, including literature, cinema, painting, and sculpture, and reaches a wider audience.

The Value That Films Adaptations Provide to the Study of the English Language

Literary appreciation is the capacity to comprehend literary patterns and literary techniques, such as symbolism and characters in a book, in addition to appreciating the text as a work of art. Without literary appreciation, pupils would likely struggle with reading comprehension and literary repertoires, making it difficult for them to become effective literature readers. This essay suggests that film adaptations may be utilised in the English Language Classroom as a multimodal assistance to help students acquire literary appreciation. Students should be able to understand a professional evocation of the tale using their many literacies, according to the essay. Over the twentieth and twenty-first centuries, the technological landscape of the world has seen significant transformations. Nowadays, we can obtain digital versions of virtually any book or movie simply by pushing a few keys on our computer or phone. When films become more incorporated into the language classroom and multimodal instruction becomes more prevalent, however, the question of why and how to teach films becomes crucial. The film version comes from the twenty-first century, bringing it closer to the students' time period, and the storyline does not stray significantly from the print literature, making it easy to evaluate how literary devices are utilised in both mediums. Before addressing how to teach literature with film adaptations in an ESL classroom, it is necessary to address a related question: why literature and, by extension, classic works of fiction should be taught in schools. The benefits of recreational reading have been examined extensively. The relationship between aesthetic reading and literary involvement and enjoyment is strong. A reader might be captivated by a tale without being conscious of what attracts them or how a literary work is presented. A reader who identifies the many

literary strategies used in a piece of literature and its impact on the reader may thus enjoy the work. By reading from an aesthetic viewpoint, the reader oscillates between these two states of mind: being captivated by the tale at hand and using their prior knowledge of literature to comprehend and appreciate the art form on a critical level. Reading a work from an aesthetic standpoint requires both literary appreciation and participation, but for different objectives. Without involvement, it will be difficult for kids to improve their reading abilities and literary appreciation. Without a sense of enjoyment or comprehension of what they are reading, pupils are unlikely to build outside-of-school reading habits. It might be claimed that this lack of reading habits is a hurdle for teachers who seek to introduce children to classic literature. Students would likely have difficulty comprehending and appreciating English literature published some time ago, since it would need a greater degree of comprehension than they are accustomed to while reading. On how literature should be taught in schools today, there is unanimity that the changing world has necessitated a consideration of the students' evolving requirements.

Cinema and literature interpretation in the classroom

As a reader engages with a text, he or she interprets the information based on his or her own repertory and prior experiences. Cinematic adaptations of the original literary work are another sort of interpretation. Enabling pupils to encounter many interpretations of a written text or tale may be advantageous in order to expose them to multiple points of view. By offering film adaptations to pupils, teachers may eliminate a significant portion of these difficulties. Film adaptations are interpretations of the original literary work and, by definition, cannot be identical to the original. Yet, it is essential to keep in mind that the objective of including film adaptations into the study of literature is to inspire students to improve their reading abilities by drawing on a variety of their existing literacy skills. Students will not be expected to become even more skilled readers of motion pictures as part of this course. Even though film adaptations can be problematic and present challenges such as restricted language use and inner thought processes, they can be used to help students read literature through this more familiar medium, which helps them better gain a deeper appreciation for the literature they are reading.

CONCLUSION

The argument presented in this article asserts that students can benefit from using multimodal aids such as cinema adaptations of canonical literature to develop a greater appreciation for literature and a deeper understanding of it. By giving students the chance to use film adaptations to understand the print literature, students can use the professional performance of the novel as a tool when reading the novel on their own, instead of thinking of film adaptations as a way to skip reading a novel or as a replacement for reading a novel. In the end, film adaptations can be a way for students to get to know a book, and they also have untapped potential to learn a language. Putting a book on film does not have to mean the end of books. Students can use the skills they learn in film to help them get a better understanding of literature. Film adaptations and written books do not have to be at odds with each other. Instead, they can work together to give the

reader a richer experience, drawing on each medium's strengths and making up for where the other is weaker. Where students' untrained narrative imagination might have proved an impediment for students' willingness to read, the film adaptation can help to alleviate the problem and ease students' potential fear of failing. Print literature can make up for the fact that movies are not as good at explaining complicated ideas or themes. By employing both mediums to balance each other, the challenges that come with one medium can be made up for by the challenges that come with the other medium. When utilized in conjunction with the intuition of teachers and the knowledge they have regarding the students' level of comprehension, film adaptations may be an effective tool for introducing pupils to literature. Over the course of this activity, students are also engaged in the practice of multiple sets of abilities, such as analytical, listening, and reading skills, which may assist in the development of the students' language learning in general. Students may have a better knowledge of literature with the aid of the lesson plan, which can also teach them to view cinema and printed books as performing arts rather than merely narrative. This inquiry into the relationship between literature and cinema in the English classroom started with the question of how and why film is utilised (and whether it should be used at all). Fortuitously, film has been and continues to be used solely as a means to occupy time and keep students quiet while the teacher busies himself or herself with tending to other matters. This practice has existed for a long time and continues to exist today. Film, on the other hand, has been proven in the research to have the capacity to fulfil a great deal more important objective. It can be used to both develop and improve students' critical thinking and reading skills; to increase students' awareness of the world and society in which they live; to facilitate students' critical analysis of the positive and negative social norms portrayed in popular culture; and to facilitate students' ability to make connections between the central themes of literary works and their own real-life experiences. For ages, literature has been an indispensable component of not just our culture but also a significant portion of Western civilization. Comparatively speaking, the function and standing of cinema are just in their infancy, and its influence is continuously developing right alongside us. Cinema is undeniably a significant form of artistic expression in the life of teenagers; these individuals actively seek out films that will provoke a range of emotions in them, including laughter, cringing, swooning, thinking, and even tears. It would be a waste of a good chance for a teacher not to recognise the benefits that may be gained by utilising film in the classroom.

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