



Research

Ruminations

A Bouquet of Educational Thoughts

Research Ruminations- a collection of research based articles published by Purbuttor Prakashan, Assam, India and compiled and edited by a group of editors, Bharathiar University, Coimbatore, Tamilnadu, July 2013. Rs. 100/

Publisher: Purbuttor Prakashan, Assam, India
+91 9435459887

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First Publication: 9th July, 2013.

Price : Rs. 100/ (Rupees One Hundred) only.

ISBN : 978-93-82569-28-2

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Printed at : **PRDAG PRINT**
392 A, 6th Street, Gandhipuram
Coimbatore - 641 012
+91 98432 73994

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is perplexed and indecisive about which path to take, the Scare Crow gestures with his pointer finger the way.

- Exclamatory Interjection: An interjection is a word or group of words used to express strong feelings. An interjection may be either a phrase or a word. In any case, the interjection conveys strong feeling. Those feelings might be for example, joy, anger, surprise, terror and so on.

LION. *Gee!* that's awfully nice of you. My life has been simply unbearable.

“Gee” at the beginning of a sentence is used to express emotion such as happiness or surprise.

- Onomatopoeia :A figure of speech is a rhetorical device that achieves a special effect by using words in distinctive ways. Onomatopoeia is one of the figures of speech used constantly. The use of words that imitate the sounds associated with the objects or actions they refer to.

TINMAN. *Bang* on my chest if you think I'm perfect.

“To bang” is to strike or hit forcefully, often while making lots of noise. Here, the word, “bang” is an Onomatopoeia , as it resembles the sound produced.

TINMAN. It *ticks!*

“To tick” is to make the short, repeated sound that a clock or watch makes. It is associated with watch and heart beat. Here, the word, “tick” is Onomatopoeia, as it resembles the sound it articulates.

Film - integrated Activities

It is a well-established premise that learning experience becomes more amiable and fascinating with activities. Consequently, few activities can be carried out with the assistance of few exciting techniques based on watching films.

1. **Audio description:** Audio description refers to an additional narration track for visually impaired consumers of visual media. It consists of a narrator talking through the presentation, describing what is happening on the screen during the natural pauses in the audio, and sometimes during dialogue if deemed necessary. In the context of Audio-Visual aids based ELT, this technique can be otherwise known as 'back to the screen'.

Modus Operandi: it is a pair activity involving learners in two. One of the learner's back should be turned to the screen and the other should explain to his or her partner, whatever is happening on the monitor.

Corollary Facet: this facilitates either of the speaking and listening skills. It enables the learners to practice speaking skills.

2. **Dubbing:** The term most commonly refers to the substitution of the voices of the actors shown on the screen by those of different performers, who may be speaking a different language. This technique has promoted the globalization of film industry.

Modus Operandi: Famous lines or dialogues of an English film dubbed into another language, for instance, any Indian language,

can be played. The learners should translate and write down the lines into English language. Later, the translation is to be evaluated by the teacher and a cross checking with the original English script will make it more interesting.

Corollary Facet: this nurtures the learner's writing skills. As the translation is evaluated by the instructor, the learner is careful about grammar, spelling and punctuations as well.

3. Cue cards: a device (cards, scrolling screen, teleprompter, or other mechanism) printed with dialogue provided to help an actor recite his/her lines.

Modus Operandi: The reading material must be made available from the original film scripts to the practitioners. The learners can take roles and practice the dialogues or perform monologues, trying to imitate pronunciation, accent and intonation.

Corollary Facet: This activity will enhance reading skills, speaking skills and enable the learners to practice patterns of connected speech.

4. Script reading: This activity is based on the original script of the film which can be easily located on the internet. This exercise will have two divisions: labelling the parts of speech and reading actions.

Modus Operandi: The learners should label the parts of speech, viz, nouns, verbs and so on, in any line or dialogue. secondly, as the dialogues are accompanied with directions in script, the learners should read the film scrip and identify terms for the

action which he / she watches in the film, for instance Snarls, courtesies, reacts, laughs, crying, slaps and staggers.,

Corollary Facet: This enables the learners to focus on grammar, learn action verbs and so on. Moreover, there are few dialogues in the film which are relatively difficult to follow due to swift speech. For instance, Lion threatens the others saying: "Put'em up, put'em up! Which one of you first?" This is the Lion's way of telling the Scarecrow and the Tinman to raise their hands and fight. Note that in rapid speech, "Put them up" becomes "put'em up." Thereby, the reading of film script material will spell out such doubts.

5. Punctuate: This activity involves marking punctuations in the dialogues.

Modus Operandi: Dictate popular and simple dialogues from the film script, and let the students take down and mark the punctuations. For example, consider, this dialogue: "Scarecrow: Some people without brains do an awful lot of talking, don't they?"

Corollary Facet: this enables the learners to practice punctuations alongside writing and listening skills.

Films integrated method of teaching English language is dynamic means comprising, representation, expression and participation. Unquestionably, it bridges the intervening gaps in "leisure to learning" and "interest to instructions". Tout ensemble, this method of English language Teaching surcharged with cross-over appeal testifies to be a go-ahead pedagogic instrument.

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