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## **Teaching Literature Through Film Adaptation**

The Case of 1st year Master Degree at the University of Djelfa

**A dissertation submitted in partial fulfilment for requirements of Master Degree in  
Civilization and Literature**

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## **Dedication**

I dedicate this work to my dear mother,

To my kindest father,

To my six sisters, baby brother

I also dedicate this work is dedicated to my family,  
my collogues, friends, and relatives.

I am greatly indebted to my husband for his help,  
encouragement, and continuous moral support,  
for this, I am forever grateful.

To those who encouraged, advised and supported  
me

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## **Abstract**

Teaching English as a foreign language has been given much focus from the part of the scholars and the researchers of the field of English language teaching. Recently, English language teaching became challenging because of the changes of the variety of methods and techniques of teaching as well as the diversity of students' interests, needs and motivations for learning. Therefore, teachers started to think about new ways to integrate new strategies to enhance the teaching process and make it more effective and result oriented. To this effect, the use of technology and multimedia became widely spread in so many domains including language teaching and teaching literature was no exception. The literature shows that the use of technology as well as film adaptation facilitates the learning and understanding of some of the most difficult literary works. Therefore, the present study was conducted to test the efficacy of adopting films in teaching EFL literature to first year Master degree students at the University of Ziani Achour in Djelfa, Algeria. To achieve the aim of the study two research instruments were utilized. These are a questionnaire to students and pre and post tests. The pre and post tests are part of the same instrument. The findings of the experimental study show that film adaptation is beneficial in the teaching of literature. The findings further support the argument which suggests that providing suitable learning atmosphere and increases the learners' opportunities to understanding literary text as the results showed that most learners prefer to watch rather than to read. Also, learners who were interested in learning literature found that films facilitated comprehending some challenging themes of the *Crucible*. The current study results prove the effectiveness of films adaptation in literature courses as a technique of instructions. It has made the teaching of literature more exciting as it boosted students' motivation and interest on learning the English literature. Hence, the study suggests that both teachers and learners should make use of film when teaching or learning literature.

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## **List of Acronyms:**

LMD : Licence- Master-Doctorate.

FL: Foreign Language .

EFL : English as Foreign Language.

FA : Film adaption .

ELT : English Language Teaching

# **INTRODUCTION**

# INTRODUCTION

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## General Introduction

The incorporation of literature in the Algerian EFL context aims at making students linguistically competent and developing their cultural knowledge. Literature is generally considered as an authentic source of texts as it serves as a tool for cultural enrichment. Although learning literature can be beneficial, the ways in which it should be taught has been a subject of continuous debate.

In an era of increasing technological innovations, EFL courses started integrating approaches that rely on visual and auditory materials, since it has become agreed upon the idea that learners have different learning styles, capacities, and strategies to acquire knowledge. Attwall and felder suggest that language learning is not a passive process but depends on the learner's interest, habits and attitude. However, It has become unmanageable with the use of the traditional ways of teaching to cope with these differences without integrating multimedia in their courses.

Scholars and researchers such as Vun Vugt and Shahina have investigated the role of multimedia in English as a foreign language teaching. Their research findings suggest that teaching using multimedia makes the English class more rewarding than with the traditional tools and materials. Compared to the traditional teaching methods wherein students are usually passive, whereas the use of multimedia has shown its potential in creating a suitable learning environment being appropriate to learners' style, needs and interests.

As for teaching literature, film adaptation of literary works in particular, is one of the multimedia technologies which has become a subject of debate. Therefore, the projection of film adaptations as a means to teach literature begins to attract the attention of many teachers. They are considered as a tidy material that teachers can use to facilitate the explanation of the literary devices of a novel, a short story or even a play.

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In addition, it is difficult for the majority of students to appreciate and interpret the social, cultural and historical aspects of literature. However, film adaptations in the teaching of literature are rarely used in literature classrooms. Besides, such a use is known to be merely a proper initiative of the teachers and not a conventional constituent of the literature teaching programme.

Additionally, students seem to show an increasing appeal for the visual texts which offer them a sensorial experience. Thus, if students are to be asked whether they prefer watching a movie or reading a book, most of them would probably respond watching a film. This lack of interest in reading overlapped by attractiveness by viewing, students become susceptible to develop a negative attitude towards literature which tends to minimize their motivation and to hinder their performance.

### **Research Questions**

The consideration of the aforementioned issues results in formulating the main research question of the present work: How successful is the use of film adaptations in the teaching of literature in the Algerian EFL context?

This research question has three sub-research questions:

1. To what extent the use of film adaptations enhances EFL students' comprehension of the literary texts?
2. Does the use of films in teaching literature meet students' needs in learning EFL literature classes?
3. Does using film adaptations in the teaching of literature affects students' perception of learning literature?

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## **Research Hypotheses**

Accordingly, the research is an attempt to test the following hypotheses:

- 1- Films may enhance students' comprehension since filmed version of literature can provide students with an authentic language exposure and foster their cultural knowledge necessary for any language learning process.
- 2- The use of film adaptations may fit to a considerable extent the student's needs. It may generate positive attitudes and encourage them to read the literary texts.
- 3- EFL learners may positively perceive the use of film adaptations in literary courses due to the fact that they may feel themselves at ease while watching such audio-visual means more than with reading the original copy of the literary text.

## **Structure of the research**

The present research has three main parts: theoretical background, methodological design and an empirical part. The first chapter is devoted to discussing the theoretical background of the present research inquiry. It consists of two sections. It discusses the didactics of literature and deals with the prominent approaches used in the teaching of literary texts. It also provides a review of the literature regarding the use of movies in EFL situation in addition to the relationship of film adaptations to literature.

The second chapter presents a description of the methodological ground underlying the study. It entails a detailed description of the research approaches, the sample population and the research instruments, these are: students' questionnaire, tests and teachers'. The third chapter is devoted to data analysis and discussion. It discusses both qualitative and quantitative data gathered in the process of conducting the research. It also highlights the pedagogical implications of the present research work findings with regard to the use of film adaptations in the teaching of literature.

# CHAPTER ONE

## THE PLACE OF LITERATURE IN AN EFL TEACHING CONTEXT

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### 1.1.Introduction

Approaches to teaching literature in the ELT field continue changing over time. This chapter aims at reviewing some researchers' views about the teaching of literature. In doing so, we will first shed light on some definitions of literature and discuss its relevance in the EFL classroom. Then, some approaches to the teaching of literature are explored. After that, the language model is discussed with reference to different existing models. This is to be followed by reviewing a suggested model to teaching literature. Finally, the chapter deals with the relevance of multimedia in the EFL literature class.

### 1.2. Definition of Literature

Understanding and defining literature is one of the most important tasks for EFL learners and teachers. However, defining literature is a challenging task as it might represent different things to different people.

In fact, the word "literature" comes from the Latin word *littera*, which means in the English language "letter". *Litteratura* in Latin, like "literature" in English has as its utmost sense "those writings which constitute the elements of liberal learning" (Young, 2000:7). According to the encyclopedic dictionary, literature is the different "writings that are valued as works of art, especially fiction, drama and poetry" (1994:527). The following is an attempt to present a review of how various scholars view literature.

Jakobson (1980), for instance, stresses on the literary language, and claims that literature is a genre of writing which represents an "organized violence committed on ordinary speech" (cited in Eagleton 1996:2). In the same vein, Eagleton (1996) argues that literature is what a particular group of people at a particular point in time writes. It, thus, reflects its ideology, culture, behavior and beliefs which are connected with the power structure and power-relations of the society they belong to. Therefore, it could be argued that literature is

the kind of writings that carry people's voice, emotional experiences. It also reflects their intellectual and cultural variations. In addition, literature holds a social role shown in different periods of time.

### 1.3 The Relevance of Literature in EFL Classrooms

Teaching literature in the EFL classroom has been a subject of much debate for decades. In fact, integrating literature in English language teaching is the result of a continuous swinging of pendulum among scholars and researchers. Some scholars (such as, Mackay, 1982; Elliot, 1990) encouraged the use of literature in the EFL classrooms. Others (such as, Littlewood, 1986), however, did not view literary texts as a source and tool for language teaching and learning.

Those who were pro teaching literature, they claimed that literature should be utilized due to the welter of benefits it offers, notably linguistic, motivational and cultural benefits. In this regard, Mackay (1982) argues that:

Literature can be useful in developing linguistic knowledge both on a usage and use knowledge level...to the extent that the students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency. It may also enhance students' understanding of a foreign culture and perhaps spur their own creation of imaginative work. (1982:531)

Hence, the merits of literature represent an authentic material which can be incorporated in foreign language curriculum.

Those who were against the incorporation of literature in the EFL classrooms raised a couple of arguments against using it as they were skeptical about its benefits. Littlewood (1986), for instance, depreciates its role as a source for language learning and teaching. He argues that: "there is at present a high degree of uncertainty about the role of literature in a foreign language course." (1986:177). The main reason for opposing teaching it was the fact

that literature is somehow complex in terms of both form and content. This idea is also defended by Or (1995). He affirms that there is a general perception which suggests that “literature is bewilderingly complex and inaccessible for the foreign language learner” (cited in Khatib, 2011:214). According to him, literary texts are considered to be linguistically not suitable to be teaching/ learning model.

#### **1.4 Approaches to Teaching Literature**

Educational institutions and foreign language teaching shed light on the literary domain and consider it as an important suction that is worth given special focus. Therefore, finding an adequate way to teach this language field requires special understanding of the various approaches that can be useful for enriching literature teaching process for both teachers and learners. Approaches to teaching literature were classified into two views by Maley (1989). He distinguishes between literature as a cultural artifact and literature that is used for language learning. He ended up provided two distinct approaches; critical and stylistic approaches.

##### **1.4.1 Critical Approach**

The focus here as clarified by Maley on “the literariness of the text we study” (1989:10). He explains this approaches as being a useful way that helps language learners to be acquainted with literary terms and, therefore, acquire a special vocabulary to gain good language proficiency. This approach aims at focusing on the literariness of the texts. Precisely, its words and items such as plot, characterization, setting and theme. According to Maley such an approach can serve as a motive to learners as it enhances their engagement with the literary text.

### **1.4.2 Stylistic Approach**

This approach, however, seeks to help learners discover and interpret the literary text by providing a special description and analysis of language being used. Maley points out that the focus is on literature as a text. By providing the stylistic and aesthetic values of literature, the stylistic approach is seen to be more adequate to teaching literature and to what EFL teachers need for their language classes. In addition, it gives an opportunity to get the text's meaning by discovering the literary context and forms being used.

### **1.5 The Language Model**

The language model refers to the language based approach where language structures are imposed and reinforced. It helps EFL learners to ameliorate and increase their knowledge of the target language by working on familiar grammar, lexical and discourses categories. Additionally, this model enables learners to access a literary texts in a methodological and systematic way in order to study examples of specific linguistic features, figurative language, direct and indirect speech (Carter and Long 1991). The following is an attempt to discuss three language models, namely the cultural model, the personal growth model, and the language based model.

### **1.6 The Cultural Model**

This model helps EFL learners to deal with literary works in relation to the target culture. Further, the cultural model gives learners a chance to explore cultural context in order to be able to understand diverse cultures and ideologies .It requires them to examine and explicate the social, political, literary, and historical context of a specific text.

### **1.7 The Personal Growth Model**

In this model, the focus is set on the use of language but used in a specific cultural background where learners can develop their knowledge about literature. Yet, they are encouraged to express their views and beliefs in order to make connections between their own experiences and the text and use critical thinking. Thus, personal growth model refers to the students' growth as individuals (Carter and Long 1991).

### **1.8 The Language Based Model**

This model aims at studying literary language focusing on specific linguistic vocabulary and structures. In fact, it aims to “help students find ways into the text in a methodological way” (Carter and Long 1991: 2). Additionally, it serves to improve students' literary competence through the examination and the exploration of literary language. Teachers use such approaches in order to promote their students vocabulary and grammatical skills through the assignment of specific tasks.

### **1.9 An integrated Approach for Teaching Literature**

Savvidou 2004 suggested an integrated model to teach literature, this model would be useful, linguistically, methodologically and motivationally. First, linguistically, with the use of various kinds of literary texts, learners are introduced to a distinct language forms and structures. As for methodologically, this integrated model would help the learners be aware of the different processes used when reading a piece of literary written work. Finally, motivationally reading a literary work seems to be more enjoyable for language learners. This three approaches are systematically integrated to teach literature. Furthermore, savvidou states that with the use of such models in teaching literature, EFL classrooms can be more adequate and motivating depending on the acquisition of the text's linguistically items. Moreover, these approaches can also increase students' personal development through improving their cultural

awareness and language skills. Similarly, in addition to the use of teaching approaches for more stimulating classes, language researchers and specialists seek to include technology and multimedia use. Among the most popular multimedia tools is the use of movies. Film adaptation of literary works is suggested to be applicable in teaching literature. But, before the adaptation of such material in the teaching process, teachers should be aware of the multimedia aspect which is seen as the main aspect of such material. The following is an attempt to discuss multimedia with reference to literature teaching.

### **1.10 Multimedia in EFL literature class**

Nowadays the use of technology has become very popular. In fact, the use of computers is taking over our daily life and multimedia is one of the integral aspects of computing. The spreading of technology and its use amongst people in the society led to changes in all domains. This in fact has also influenced all teaching. In other words, the use of multimedia is a wide spread technology which led to revolutionize even the language teaching domain. Consequently, the next chapter will discuss in details how multimedia became significant to language teaching, in general; and study the significance of this development in the teaching of literature, in particular. The present century is the age of globalization<sup>3</sup>, telecommunication and technology. Omnipresent, technology is around everything we do. Computer, being the chief embodiment of the technological evolution, has become the key elements of our daily life. One of the most pervasive aspects of computing is multimedia. Being a promising and widespread technology of our time, multimedia has the potential to revolutionize the way language is taught and learnt.

**1.11 Conclusion**

This chapter discusses some of the most important aspects which are of direct relevance to the teaching of literature. The aim was to put forward a discussion of some the most updated approaches to the teaching of the literature in EFL contexts. It is worth noting that the chapter was limited to tackling the theories and models which were directly related to the purpose of the work. The next chapter is an attempt to discuss multimedia and how it could be used in the EFL literature class. It was devoted to the theoretical ground of this research work. An overview about literature in EFL classrooms was provided encompassing the controversy held among scholars and how literature can be approached. Furthermore, this first chapter highlighted the relevance of film as a multimedia technology to the EFL teaching and learning process. After dealing with the theoretical ground of this research, the usefulness of film adaptations in the teaching of literature will be the concern of the empirical part of the present research work. Nevertheless, before being involved in such endeavour, it is of utmost importance to spot light on the methodological basis of this study. In fact, the researcher will account for issues like categorization of the research, sample population, research instruments and research approaches.

# **CHAPTER TWO**

## **THE RELEVANCE OF MULTIMEDIA IN EFL LITERATURE CLASS**

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**2.1. Introduction**

The integration of multimedia to the teaching of EFL has been supported by many researchers and scholars in the field of language teaching. Film adaptation is one of the various aids which could be used to enhance students' understanding in the literature class. In this chapter we intend to review some researchers' definitions of multimedia with reference to the rational of using it in teaching. Then, we will shed light on the constructivist view regarding the use of multimedia in the EFL. Finally, I will explore the possibility of using films as an instructional tool from various perspectives.

**2.2 Definition of multimedia**

In order to clearly understand what "multimedia" refers to in its current use. It is important to have a look at some definitions of the term. Reddi (2003:22) explained it as "the beneficial investigation of all the gathered different media elements (audio, video, graphics, texts, animation ...) that cannot be provided when they are used separately. Similarly, Mayer defined multimedia learning as the platform in which several formats are under use to create a mental presentation that work together with verbal and pictorial communication. In the field of teaching, Lu et., al see multimedia as a means to communicate information during learning process. In the present research Greenlaw's definition is used. According to him, multimedia is graphic, audio, video or movie forms of information.

Multimedia is a technique of conveying ideas and thoughts using audio visual materials. The latter consist of songs, pictures, videos....etc. In order to present ideas through multimedia many tools are needed, such as a computer and other delivery hardware. In fact, it is well known that transmitting an idea through a picture or a

gesture in a video is easier to grasp than thousand of words, especially if the language used is foreign. Therefore, new approaches in teaching and learning foreign languages call for using multimedia, first to facilitate the teaching/ learning process and second to attract learners attention.

### **2.3. The Rational for Using Multimedia in the EFL Classes**

Lately, the application of technology has been encouraged in the area of language teaching. Multimedia as a carrier content for foreign language classroom gained much attention and acknowledgment from scholars and researchers, for its various utilizations that lead to a sufficient revolutionary way of learning and communicating. According to Mayer (2005), people learn better from words and pictures than words only. Sweller (2005) argues that the use of words and pictures simultaneously triggers the brain to process and store more information. Mayer (2005) extends Sweller's point by saying that learners will generally remember 10% of what they read, 20% of what they hear 30% of what they see and 50% of what they hear and see.

The use of multimedia by combining the use of sound, video, and text doesn't only seek to brightly present ideas , but also to better the learner's cognitive skills including understanding, thinking refinement, tasks performance, and analysis. This was already asserted by Shahrina, "multimedia applied in teaching can create a relaxing and non-threatening learning environment in which learners' motivation and self-esteem can be promoted and learners' anxiety can be reduced" (2000: 287). It also interferes in the process of learning as it clearly affects the information input and storage operation building up a better comprehension. Young (2008) said that: "is helpful in context creation, as well as in eliciting motivation from the students for the purpose of changing

the traditional “cramming” teaching method” (137). In other words, multimedia provides the learners with a suitable environment for a complete access. Thus, multimedia helps achieve an active learning process. Thanks to the colorful pictures and pleasing sounds, it triggers students’ interest and motivate them to learn.

Therefore, it could be argued that multimedia plays an important role in providing a safe suitable learning environment that enhances students’ performance. Yang (2000) has backed up this fact as he considers the utilization of multimedia for ELT, an innovative teaching method that replaces the traditional crammed one and that motivates students as well as improve context creation. Thanks to the animation multimedia offers such as vivid pictures and sounds, students are actively engaging during the learning process in a lively atmosphere that feeds their interest and desire to learn English. Furthermore, multimedia gives a wide range of benefits, from enhancing students understanding to increasing their memory capacities and much more. Multimedia holds a significant pedagogical value.

#### **2.4 Constructivism, the Theoretical Basis Underlying Multimedia in EFL**

Constructivism has been considered as the background upon which any teaching and learning process is built. Constructive theory, basically, underlies the use of multimedia technology in EFL classrooms. “The essential core of constructivism is that learners actively construct their own knowledge and meaning from their experiences.” (Attwell and Hughes 2010:15).

Constructivist learning is based on involving the student in active learning in which the students activate the background knowledge and previous experiences to build and acquire new information that is taught in the classroom. This is different from the traditional way of teaching which is teacher centered. That is, the teacher has the

total authority and control over the class and is considered as the only source of providing and exchanging knowledge.

Moreover, Constructivism focuses mainly on an active classroom in where students are the builders of their own learning. In this regard, Attwell and Hughes (2010:16) maintain that: “much of the research into pedagogy for using technology for learning advocates a move toward constructivist approaches”.

There are two perspectives of constructivism, cognitive and social constructivism. Cognitive constructivism refers to the learning that is built on the cognitive capacities which progresses over time. As Piaget (1980) cited in Taber (2006) stresses that the process of learning is a natural process and a mental activity. This means that the learner when acquiring new information tends to use the prior knowledge that exists in the mind to build and construct a new one.

Whereas, in social constructivism, Fosnot (1996) claims that learning relies on the interaction that is done between either the students themselves or between the teacher and the students. Teachers agree that students generally prefer to be given direct information by their teachers than building their own. This can be solved through the integration of a constructivist atmosphere. Wilson (1995) defines a constructivist learning environment as “a place where learners may work together and support each other as they use a variety of tools and information resources in their pursuit of learning goals and problem-solving activities” (Wilson 1995:25). This means that creating an atmosphere in which students collaborate to acquire knowledge and construct their own learning through the use of various adequate learning techniques which aid them to reach their determined goals and achieve their needs.

Constructivism is based on the use of multimedia. According to Chomsky (1990) constructivist theory of learning centers on creating a learner centered

environment. It can be reinforced through multimedia technology use. This may increase learners' motivation and engagement to learn and pushes them to become active. It also promotes collaborative work. Concisely, multimedia technologies use in education works as an engine for constructivism.

### **2.5 Films as Instructional Tools**

Nowadays, films or moving picture are considered as one of the most widely used multimedia tool. A film is defined as: "Sequence of photographs projected onto a screen with sufficient rapidity as to create the illusion of motion and continuity" or "a form of entertainment that enacts a story by a sequence of images giving the illusion of continuous movement".

Films are of different kinds: action, comedy, tragedy, romance, fantasy, historical, and educational short film movies, in addition to contemporary films, classical and adaptations films. Besides, documentaries (champoux 1999:206-217). Thomas Edison in 1992 said that "the motion picture is destined to revolutionize our educational system and that in a few years it will supplant...the use of textbooks" (cited in Cuban, 1986: 9). Thus, films have been the core center of discussion and at the center of interest not only among cinematic specialists and critics, but even among scholars in other distinct domains. EFL teaching and learning researchers have made films as a point of debates and a target of attention.

#### **2.5.1 Film and culture**

It is well known that language and culture are closely connected to each other. Scholars have recognized that learning foreign language learners have to learn about its culture. Plog and Bates (1988) define culture as a "system of shared beliefs, values, costumes, behaviour and artifacts that members of society use to cope with this world and with one\_another"(1988,cited in Fassbender 2008:7).

In fact, learners need to assume a certain knowledge of the culture features that enhance their target language, in the same time, it helps them to understand the language itself and they will master how to use the language appropriately. For Karmash (1993), the considerable success of the student's language proof was the cultural knowledge of a target language. In addition to that they cannot learn language if they separate it from understanding culture context of the target language . This means that students' cultural awareness is crucial for their success as FL learners and speakers.

Therefore, it is important for the teachers import the target culture into the classroom giving students an enjoyable and valuable experience. Vaker and Widdorus (1999), indicate that the use of the audio-visual material, as a way for cultural examination in literature classroom. In this respect, Belivar (1989) assert that film incorporation is specifically significant in literature classroom when students are not familiar with foreign culture. . Herron et al claimed that “depicting the foreign language culture more effectively than other instructions materials” Grap (1995:18) that is to say cultural representation lies on the actual visual link presented by the screen between language use and the portrayed society.

Moreover, motion pictures may give the students opportunity to see some actions that are hard to notice in the text. In addition to that, there are multi ways to gain a rich arrangement of information about dress patterns and transportation. Adding to it more complex cultural elements like values and attitudes Chan and Terroro(2010).

### **2.5.2. Film and learning styles**

The integration of visual media and the use of films in teaching in EFL classrooms become a matter of focus and interest especially that learners acquire and grasp the knowledge in multiple distinct styles. Some prefer to visualize others enjoy

learning by hearing. This indicates that these various styles need to incorporate the teaching materials that suit them. In this regard Relder (1995) wrote: “Students acquire knowledge using different styles as to visualize, hear or reflect and act”. The distinct ways that the learners utilize to grasp acquire the knowledge they are taught is referred to as the learning styles (Felder and Silverman 1988). Learners are classified as: Visual learners: those who prefer to learn through visual aids such as pictures, charts, and stories. Audio Learners: those who learn through using audio materials such as: lecturing, while kinaesthetic learners are those who use their body movement and physical activity to learn. Brow (2000) Kuwman and Harey (2001) state: “We teach and live in a culture dominated by film, television and other visual media. Our students, namely the MTV generation, spend a major portion of their time in front of the television, at the computer or in a movies theatre. Consequently, they are geared to audio visual rather than written forms of expression and communication”. (2001:34).

Using films to teach literature is supported by Frey and Fisher (2008), they believe that the new generation of learners are exposed to a developed media that drives their various interests. They tried to investigate the students’ performance in learning by teaching them through using films. They claim: with students who no longer possess the inclination for traditional subjects and material, the literature teacher is faced with a challenge of keeping up with, and taking advantage of, student’s fascination with more visually stimulating media by expanding their choices for literary texts. Therefore, the use of films in educational areas as in literature teaching has a significant role in learner’s performance. The use of such a technology by teachers has become a necessity in order to meet their students’ needs and suit their styles, also to include entertainment in teaching and raise motivation.

### 2.5.3. Film and Motivation

Students need that sense of excitement to push them to learn. In order to seek the relationship between student's motivation and the use of films in education, we need first to explain and clarify what is motivation.

Motivation in foreign language learning is "the extent to which the individual words or strives to learn the language because of a desire to do so and satisfaction experienced in this activity" (Gardner 1985:10). It is also seen as the drive that pushes a person from the inside to do things that guide him/her to reach his/her goals. (Harmer, 2007). There are two kinds of motivation: extrinsic motivation and intrinsic motivation. When a person is motivated by elements from his/her outside, this is what is referred as extrinsic motivation. (Harmer, 2001:51). Whereas, intrinsic motivation comes from the inside of a person, thus, "A person might be motivated by the enjoyment of the learning process itself". (Harmer 2001:51)

Many researchers have found that academic success is reached when intrinsic or integrative motivation is a desire to engage in the learning activity. It is, thus, more preferable and leads to better learning achievement. (Deci et al. 1999:15). Traditional teaching aimed to activate the extrinsic motivation rather than intrinsic one relying mainly on texts and exam drawing student's performance. King (2002) finds that films can promote student's motivation make learning more entertaining. Stephens (2001) asserts that films as a multimedia material motivate students to engage in the learning atmosphere.

According to Allen (1985), films stimulate students to engage in sharing their views in a classroom discussion atmosphere; films help get rid of the routine process of learning that the traditional way of teaching use. (Champoux, 2007).

According to Tileston (2005), “it is unrealistic to believe that students who are constantly stimulated by the multimedia’s word will sit for hours each day passively listening to lectures, taking notes and preparing for a pencil and paper exam without dropping out mentally”. (2005:16). Thus, films affect learner’s motivation, as they are adequate to their learning style and needs.

#### **2.5.4. Film and Comprehension**

Films and language learning are linked in literature study they make comprehending text’s content easier. Actually, the lack of cultural knowledge for the audio-visual students and redact and readers word influence the understanding of the course material and especially for literary texts. Yet, to gain better learning inconvenient teachers and scholars have proposed films.

The understanding of course material or the literary texts are postulated for learning FL in general and literature in particular. Reading comprehension is clarified in several ways since it is a difficult process. For Robinson (1966) reading comprehension contains the understanding of the literal and implied meaning of the writer, also the integration of information and ideas of a writer with the readers’ information and related experience. (Robinson 1966 cited in pettit and cockries 1974:64). Thus, comprehending a text can be explained as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Prodo 2004: 272).

Hence, a link to a known definition of comprehension can be the process of building meaning by the readers. Through interacting with text by the combination of prior knowledge over passed experience, text information and reader’s which they take in relationship to the text.

**2.6. Conclusion**

From this chapter, the conclusion that can be drawn is that the multimedia could be beneficial to the EFL literature class. Also, the application of technology seems to be encouraged in the area of language teaching by many scholars in the field. Furthermore, Constructive theory to teaching and learning holds a positive view towards the use of multimedia technology in EFL classrooms. Therefore, teachers should provide opportunities for making use of the various technological devices that exist. The next chapter is therefore an attempt to investigate the desirability of using film adaptation to an EFL literature class.

# **CHAPTER THREE**

## **EXPERIMENT AND RESULTS**

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### **3.1. Introduction**

The major aim of this research is to investigate the benefits of film adaptation in teaching literature. The present chapter first discusses the research's design. Second, it discusses the process of selecting the informants. Third, it explains the choice of instruments and describes the questionnaire as well as the tests. The fourth part is devoted to the discussion and comparison of the results obtained from the research

### **3.2. Research Design and Methods**

This research aims at answering the research questions through proving or disapproving the hypotheses mentioned earlier in this work; thus, a case study seemed worthwhile for this work. The research tools used for the collection of data are mainly a questionnaire devoted for students, a questionnaire for teachers and a test. In addition, both qualitative and quantitative approaches are used for analyzing the collected data.

The case study is considered as the main method chosen and used for this research as it holds a test. It is defined in its simplest terms as a narration told about special or distinctive matter Yin (2003). "the case studies have to describe what happened when, to whom, and with what consequences in each case" (Neale et al 2006:3). It means that its function is to make a clear description about the place, the people, the study itself and what are the results that derived from it.

### **3.3. Subjects informants**

The informants that are taking part in this research are EFL students in the faculty of letters and languages, department of foreign languages, section of English at the University of Djelfa . In addition, a number of EFL teachers particularly literature teachers helped also to gather the informants of this research which are going to be described in what follows:

### **3.3.1. Learners' Profile**

The population targeted by the present study are first year master EFL students. They have just graduated from licence degree . Afterwards, they will have the opportunity to go further in their studies by finishing the Master and then the Doctorate classes. To attain the objectives of the research, and for eventuality considerations, the study centered its attention on a sample population. This latter is defined as being “the group of participants or informants whom the researcher actually examines in his empirical investigation and the population is that group of people whom the study is about” (Dorney 2007:96) The sample population under study consists of thirty (30) students, thirteen (13) girls and seventeen (17) boys, aged between twenty (20) and twenty four (24)

years old. This number of students was selected randomly for the sake of obtaining reliable data.

In the same vein of describing learners' profile, it is significant to mention that the choice of such a population and such level i.e., the reason that the first year master EFL students study different genres in literature courses, hence it goes hand in hand with the essence of the research notably the use of the film adaptations to teach literature. In addition, the use of this sample of population is based on the fact that they are supposed to have developed the necessary listening skill in order to be taught via films. Accordingly, within the context of this research, the researcher can test the efficiency of films in literature courses.

### **3.4. Instruments**

The approach adopted in this research entails the reliance on different tools to collect the requisite information. In order to reach this end, the researcher resorted two (02) research instruments. The diversification of instruments or in other terms the use of multiple methods of data collection (triangulation) has as a goal to attain a considerable degree of validity and reliability of the data to be collected, in addition to lead to a significant credibility of the research to be undertaken. Moreover, triangulation is used to compare data and to decide whether they corroborate (Creswell 2006). This means establishing or strengthening with evidence or facts, thus validating the research findings and achieving their trustworthiness. Making use of a single method of collecting data will probably not provide a complete image of the situation under investigation. Relying on various research instruments in gathering information may add essential insights and help in obtaining realistic and representative picture of the target situation (Bacha, 2004:23). In fact “the most frequently used methods are questionnaires; interviews; observation and informal consultations with sponsors, learners and others”.(Benyelles, 2009:26). Accordingly, among these different instruments, a combination of two of them was used in this empirical study, mainly, students’ questionnaire and pre-post tests. These tools were used to ascertain the analysis of the data to be collected. The description and the aim of the three instruments are as follows.

#### **3.4.1. Students’ Questionnaire:**

Questionnaire is an important instrument in any research study that researchers relied on .Chamot et al said “A retrospective in that students have time to reflect on what they usually do in a situation” (1989:71) . This tool is used in this research work due to the plenty advantages its offers. Richards (2001) mentioned that the information

collected from the questionnaire are standardized and easy to be analyzed. Therefore data can be gathered from a large number of respondents.

Richards confirmed that using such an instrument may preserve the ethical issue of research; it preserves the anonymity of the respondents, because it gives the opportunity to answer without any feeling of any embarrassment and discomforts, which gives a precise and reliable answers. The aim of using this tool by the researcher is to collect information about different aspects related to the use of film adaptations in teaching and learning literature. More incisively, via the questionnaire, the researcher search to get an insight of their motivation and attitude vis-à-vis literature learning and the difficulties they encounter while studying literature.. In the same vein, Jordan (1997) states that questionnaire has been considered as the most common tool used to collect such kind of data, it gives the students the way to localize their areas of difficulties and ,helps us to draw a profile of the learners' needs, lacks, wants, learning styles and strategies" Jordan (1997:33). Furthermore, how 1st year Master one students perceive studying literature by means of film adaptations has been also the target of the utilisation of the questionnaire.

This latter was handed over to the selected sample of students. It consists often (10) questions, combining the close-ended, open-ended and mixed questions in order to obtain a combination of qualitative and quantitative data. Close-ended questions are said to be utile since they enable the researcher to classify the answer into different categories. Thus, facilitating the analysis of the data collected through the questionnaire. for those who have difficulties in expressing their ideas and having a low language proficiency they can easily respond to those kinds of questionnaire.

In this research, it is important to give learners the opportunity to express their own view concerning the use of film adaptation in their studying. Learners'

questionnaire was designed to investigate the impact of film adaptation in the performance of first year master students of English in the university of Djelfa . The choice of this instrument, the questionnaire, was restricted to the allotted time in conducting this research. For this reason, we found that it is necessary to use questionnaire for learners because questionnaires are easy and take less time.

#### **3.4.2. Pre-post Tests**

Test is another tool of data gathering used in this research. The aim of using this tool is to evaluate the degree of students' comprehension of the content of the literary works .It is agreed that test is one of the main data collecting devices; it is among the useful tools for educational researches specially in providing data for experimental studies. Cronbach (1970) describes a test as a systematic procedure for observing and comparing persons' behaviour and describing it with the aid of a numerical scale. It evaluates variety of human abilities and different achievements. In describing tests, test can be seen as "a method of measuring a person's ability or knowledge in a given area" (Brown, 1994:252). In the EFL context, tests measure students' language proficiency. In the context of this research, they are used to measure their understanding, using Brown's concept, their comprehension of a literary text. Test possesses various qualities that drove the researcher to use it as a research tool such as validity reliability and objectivity. Validity: It is "the degree to which a test measures what it claims...to be

measured" (Brown 1996:231). In our context, the subject under measurement is the students' comprehension of the novel. Reliability: It means that a test is reliable to the extent that it measures accurately and consistently, from one time to another. Stated differently, reliability means that if a test is to be repeated, the results or the scores will be similar.

Objectivity: A test should yield a clear score value for each performance being independent of the personal judgment of the scorer. All the qualities already mentioned render tests worth to be used in the empirical part of our research. Before accounting for the purpose behind making use of tests, it is worth noting that during this investigation, a film projection was planned with the kind collaboration of the second year literature teacher in an extra session. The movie in question was the film adaptation directed by Nicolas Hytner in 1996 of the novel “*the crucible*” written by Auther Miller

Two tests were administered while carrying out this research. A pre-test and a post-test (see appendix B and C). In fact these tests are two comprehension tests handed over the sample population, one before the film projection and one after. These tests consist of 10 questions related to the novel and to the course. The questions of these tests are the same in both pre and post-tests. Moreover, the tests questions are simple comprehension questions related to the novel and precisely to the characterization, the plot and the themes .The purpose of such use of tests is to evidence that being exposed to the adaptation film of the novel, they can improve and achieve a considerable progression of their understanding of the whole story of the novel. Simply put, the two tests aim at measuring the potential progress in terms of the global comprehension of the novel.

The Description of the Tests; Likewise, following the same line of description done with the two other research tools. The tests used consist of ten (10) questions (see appendix B and C) which can be drawn as follows:

Question 1: is about the setting. It is an open question that asks students to localise the story in terms place and time.

Question 2: it is about the title of the novel. It targets the identification of the novel title

Question 3: this one is about an important character to see if they pay attention to the accent and the skin color.

Question 4: is about the main characters of the novel: the purpose of this question is to evaluate their ability to describe the main characters.

Question 5 to 10; are about the main events of the story. These questions intend to evaluate their understanding and memorization of the development of some events of the story. Starting from what they were doing in the forest, Abigail testifiers and what are the main events that concludes the story. It deals with the general idea of the novel. This question seek to assess the general students' grasp of the story

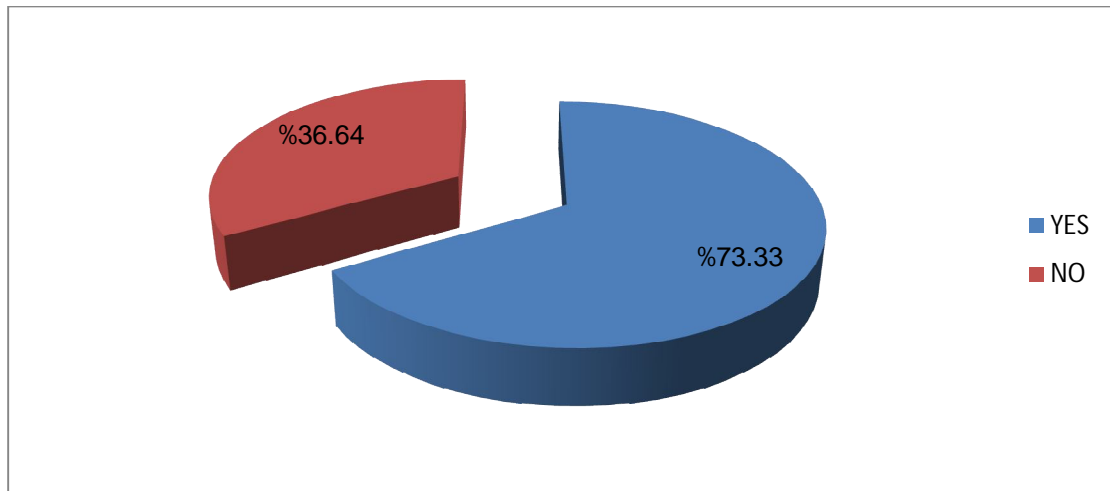
**3.5. Results and Interpretations of Students' Questionnaire (pre and post test result):**

After managing the tests, the teacher has as another task which is to evaluate students' answers to the tests. The pre and posttest are marking out of twenty according to the scoring scale set by the researcher (see appendix E). Since the questions of the tests are open- ended questions and close-ended questions (yes/no questions and multiple choice questions), the answers are both qualitative and quantitative answers. If the student responds correctly to a multiple choice or a yes/no question he/she is given all mark according to the scoring scale. However, open-ended questions which results in qualitative answers are evaluated in terms of content and form. In other words, half of the points are attributed to the content and the other half is for the form.

**Question 01**

1/Do you like literature?

Yes  No



**Figure 3.1 students' learning literature**

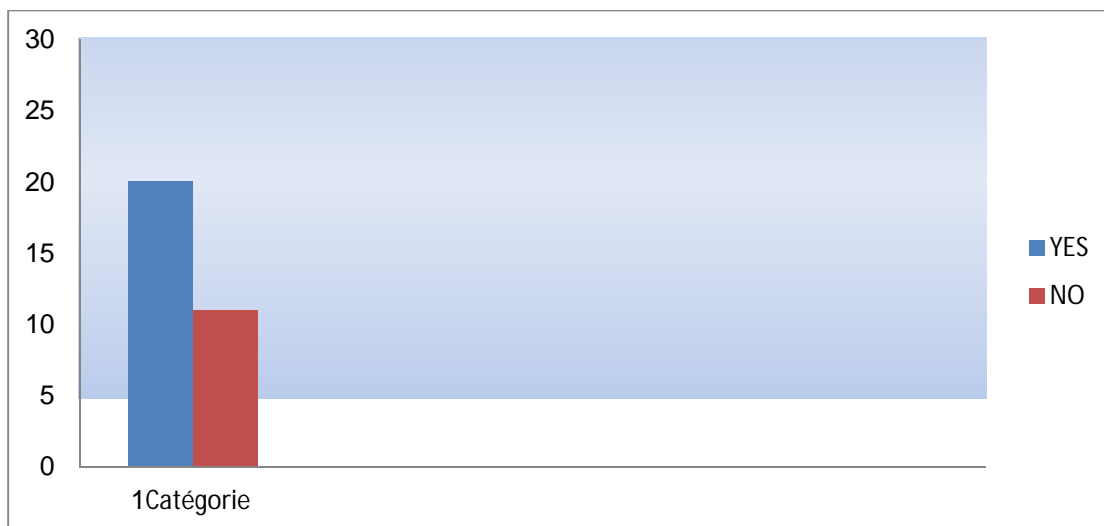
Aiming at knowing how students' under investigation perceive literature, the second question divulged that the majority of the informants like literature. This majority is represented by nineteen (19) students who answered positively. There remaining choices were shared out by twenty students standing for a mitigated minority, eleven (11) answered that they do not like literature. As for the second part of the question, being asked to say why they do not like literature and why students are neutral toward literature, the informants stated various reasons summarized in the fact that they are not prone to read, they lack the necessary culture to understand it or finding literature lectures not interesting because the way it is taught.

**Question 02**

2/ do you have any difficulties in understanding literature?

Yes  No

- If yes why?



**Figure 3.2. students' Attitude towards literature**

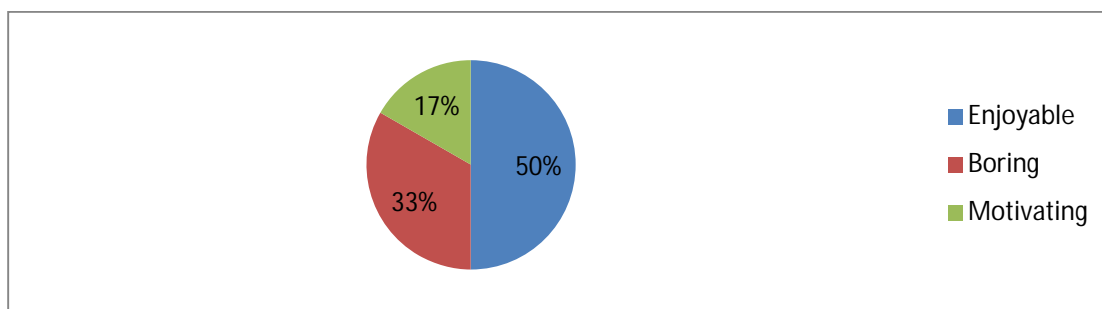
It seeks to see if students have any difficulties in understanding literature and opening a window of explanations. nineteen (19) said yes with different explanations. Eleven (11) of them had no difficulties in understanding.

**Question 03**

3/what do you think about literature courses?

motivating  enjoyable  boring

**Table 3.1: Students' learning literature**



**Figure 3.3. Students' motivation and literature**

### **Chapter Three: Investigating the use of Film Adaptation in Teaching Literature**

The aim behind this question is to know how students consider literature course. At this stage of investigation, it is revealed that fifteen out of thirty informants standing for 50% of the respondents consider literature course as an enjoyable course. Those who consider literature class as interesting are estimated to five (05) students representing 12% of the global number of the informants. The

remainder, ten (10) students corresponding to 15% of the totality of the respondents look at literature course as a boring course.

#### **Question 04**

4/ why do you study literature?

<b>Students' answer</b>	<b>Absolute frequency</b>	<b>Relative frequency</b>
<b>To learn more about literature</b>	11	36.33%
<b>To learn more about the target culture</b>	09	30%
<b>Obliged</b>	08	26.64%
<b>Other</b>	02	6.66

**Table 3.1 students motivation to study literature.**

Seeking to know what are the motives that push them to attend literature courses, eleven (11) students 36.33% answered this question by ticking off the first choice stating that learning more about English language motivates them to learn literature. According to the answers, nine (09) informants 30 % are motivated by

learning literature since it helps them to know more about the target culture. As for those who have as a motive behind studying literature , obtaining good mark,

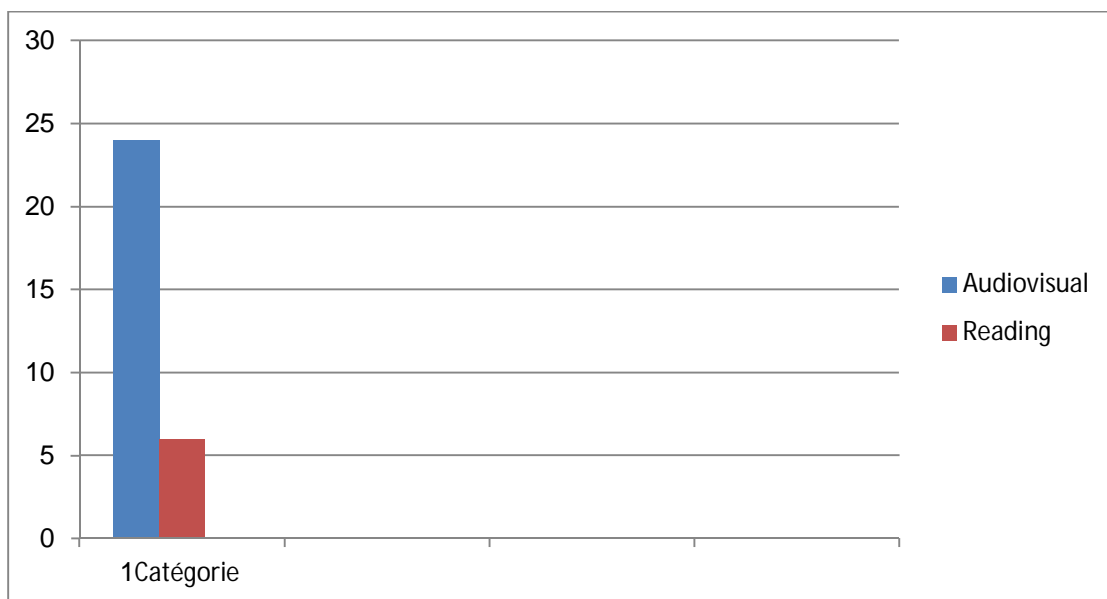
they are estimated to thirteen (08) representing 26.66%. Three (02) respondents (06%) have no motive for studying literature. At last, one respondent mentioned his/her personal reason that motivates him/her to study literature. He/she says that literature is motivating since it permits to read different literary works and interesting stories.

**Question 05**

5/ Do you prefer learning literature by....?

Reading  seeing /hearing

When presented in the form of tables, the question yielded the following results:



**Figure 3.4. students' learning style**

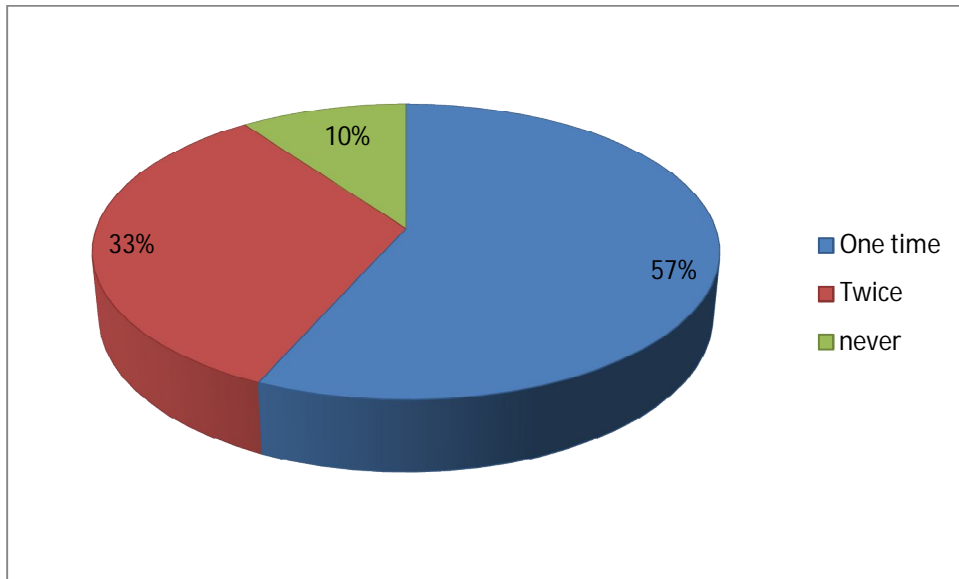
Concerning their learning style, the investigation shown that the striking majority of respondents are audiovisual learners since twenty four (24) 80% and six (06) 20% of them prefer reading. affirmed that they prefer learning by both seeing and hearing.

**Question 06**

6/have you watched a film/movie adopted from a novel that interested you?

One time  Twice  Never

When presented in the form of tables, the question yielded the following results:



**Figure 3.5. students' awareness about film adaptation**

At this stage of investigation, informants were asked to mention whether they have already experienced a projection of a film adaptation during their studies. Seventeen (17) 56.66% positive answers were provided by the informants. All of them attended such a projection once except ten (10) 33.34% students who had such experience twice. As for the three (03)10% remaining informants they never watch a film adaptation in the literary course they usually attend.

**Question 07**

Have you watched a story in a movie that attracted you to read the story from the original version?

### Chapter Three: Investigating the use of Film Adaptation in Teaching Literature

Yes  No

<b>Their choice</b>	<b>Absolute frequency</b>	<b>Relative frequency</b>
The one whom checked the hard copy.	10	33.36%
The visual version.	20	66.64%

**Table 3.2 Exposure to Film Adaptations in Literature .**

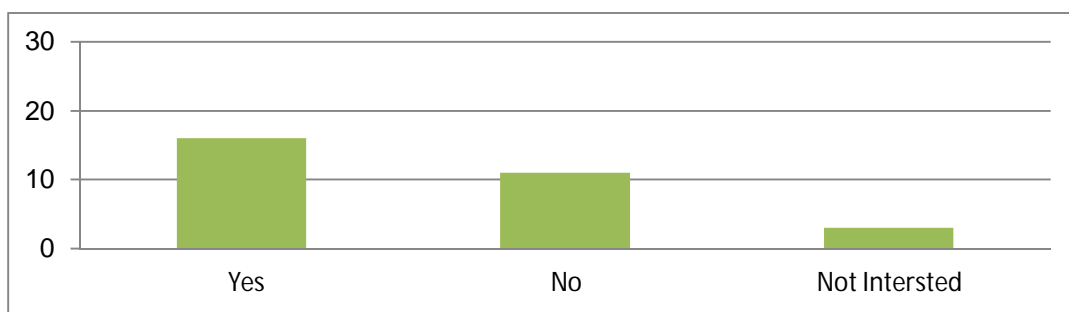
They revealed that that their experience with film adaptations make them curious to know the events which are not shown in the movie and pushed them to look for the hard copy of the work. Among these twenty students, three (10) 33.36% students said that they started reading The Crucible written by Auther Meller after watching its screen version, and Harry Potter last year. As for the twenty (20) 66.64% remaining respondents who answered negatively this question, they prefer the visual versions of literary works since they are less effort demanding.

#### **question 08**

8/have you read a novel and then after a while you experienced it as film?

Yes  No

When presented in the form of tables, the question yielded the following results:



**Figure 3.6. students' leaning intrestes**

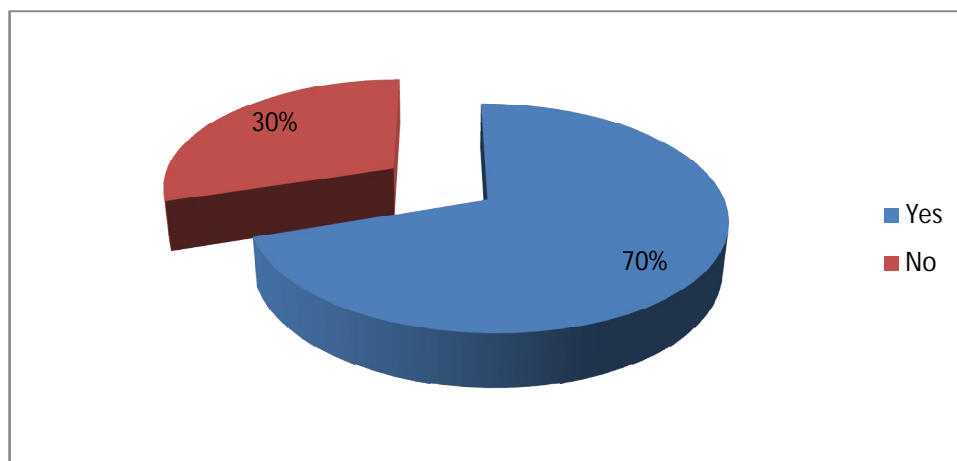
This question aims to see if they experienced any reading through a film their answers were like (16) responds positively and eleven 11 of them responds negatively and three (03) of them were not interested in films

**Question 09**

/ Did the new teaching method facilitate your comprehension of the content?

Yes  No

Explain how?



**Figure 3.7. students' understanding to the novel**

This question tackles the issue of correcting and reshaping the comprehension. Twenty-one (21) 70% students affirmed that they often understand the story, the personality of the characters, the way they speak or to imagine the way they are dressed in an incorrect way but this understanding is corrected and reshaped as soon they are watching the adaptation. Some of them illustrated their answers by mentioning how they refined their understanding of “The Crucible” personality after the film projection of the adapted version of The Crucible. Whereas, nine (09) respondents negated this fact. Concerning the remainder two (02) they abstained from answering since they never experienced studying a literature via films.

#### Question 10

What do you think about teaching literature via film adaptation?

Helpful  Enjoyable  Not interesting

When presented in the form of tables, the question yielded the following results:

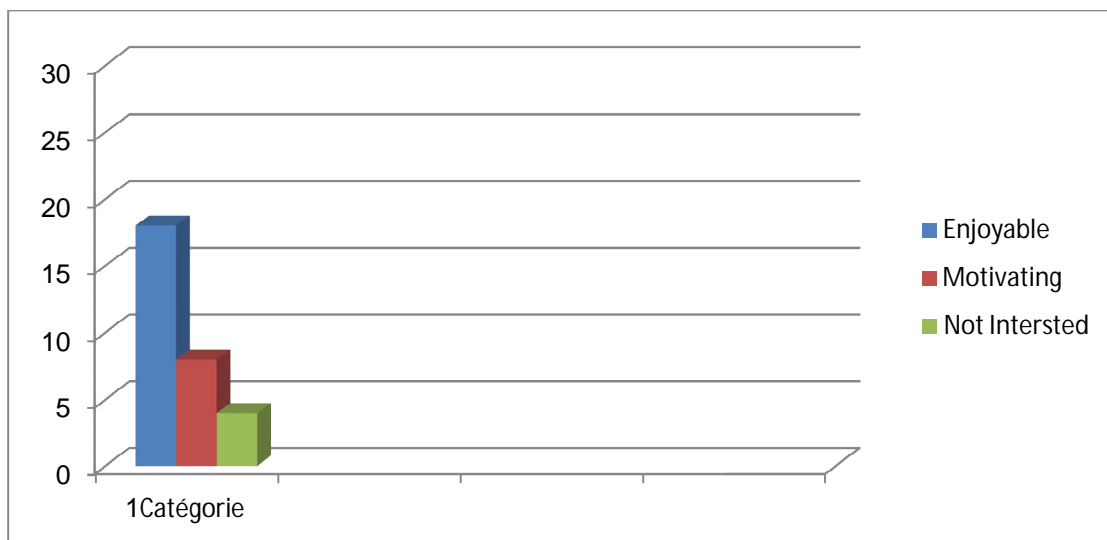


Figure 3.8. students' motivation towards film adaptation

Student's perception of film adaptations in literature course as a result of this questions, eighteen (18) 60% students think that learning literature via film adaptations is more interesting, nine (09) consider that it is more motivating and three (03) is the number of students who view learning via

films adaptations more enjoyable. Furthermore, drawing a bead on students' perception of film adaptations, the prominent majority, 96% of the subjects under investigation answered expressing

their want to study literature via film adaptations. They supported their choice by saying that film adaptations are motivating, exciting and interesting materials compared with books which are considered as boring and beyond their linguistic competence. They added that such materials help them in imagining the events, clarifying the ambiguous points of the story of a given novel or play and memorizing it. Furthermore, the twenty-seven (27) respondents affirmed that adaptation aids them in acquiring cultural knowledge about British and American people and know in more about their society. However, Three (03) informants made the exception being

#### **3.5.1. Pre-test Results**

After reading, discussing and explaining the novel of "the crucible" in class and before watching its adaptation, the students under investigation were asked to answer the pre-test.. As result, Students' scores ranged from 00 to 15 (see appendix B). Furthermore, this test revealed that only few of the informants obtained a good score. Stated differently, only eight (08) out of thirty students (30) represented in 16% managed to have the average. Quantitatively speaking, statistical techniques namely central tendency encompassing the mode<sup>1</sup>, mean<sup>2</sup> and median<sup>3</sup> are used in order to summarise the scores obtained during the pre-test. This endeavor yielded what follows:

Central Tendency		
Mode	Mean	Median
05	05.83	05.75

**Table3.3: Central Tendency of Pre-Test Students' Scores**

Through the use of central tendency, the overall statistical distribution of the scores achieved by the tested students revealed that the most frequent score attained by the end of this test was five (05) As for the score five point seventy five (05.75), it represents the central point of the scores, while the average of the resultant scores was estimated to five point eighty three (05.83).

#### **3.5.1.1. Summary of the Pre-Test**

The purpose of this first test was to gauge students' general understanding of the novel "the crucible" relying on the discussion they had during the lecture. As a result, the tests divulged that they did not achieve a satisfactory score. Except three (03) students, all the students under test obtained low scores. Going further, five(05) was revealed as the most frequent score attained and five point eighty three(5.83) was the average of the overall scores. In addition, the scores 10.25 , 11.5, 11.75,12.5 ,14 and 15 are considerably far from the average of the total score. As a matter of fact, the thirty (30) respondents showed a low achievement in this test reflecting their weak general understanding of the novel. Whether the students under testing would improve their understanding after watching the film adaptation of "*the Crucible*" is what we are going to come upon with the post-test.

#### **3.5.2.Post-test Results**

After watching the film adaptation of the novel "*the Crucible*", similarly, the students under testing were invited to take part of the post-test. The correction of

student's test papers ensued different results compared with the previous test. (See appendix F) Students' scores of this test ranged from 04.50 to 17,50. What is more, this test brought out that majority of the students attained an excellent score, while solely seven (07) out of fifty students (50) representing 14% of the total number of the

participants did not succeed to get the average. Following the same procedure carried out with the pre-test, the following table summarizes the scores attained using the central tendency or the measures of averages i.e. the mode, the mean and the median which are as follows.

<b>Central Tendency</b>		
<b>Mode</b>	<b>Mean</b>	<b>Median</b>
10-12	11.69	11.37

**Table3.4: Central Tendency of Post-Test Students' Scores**

Statistically viewed, the distribution of the scores achieved by the students revealed that the most frequent scores attained in this test were ten (10)and twelve(12). Eleven point thirty seven (11.37) represents the midpoint of the scores. As for the average of the overall scores obtained, it reached eleven point sixty nine (11.69).

### **3.5.2.1 Summary of the Post-Test Results**

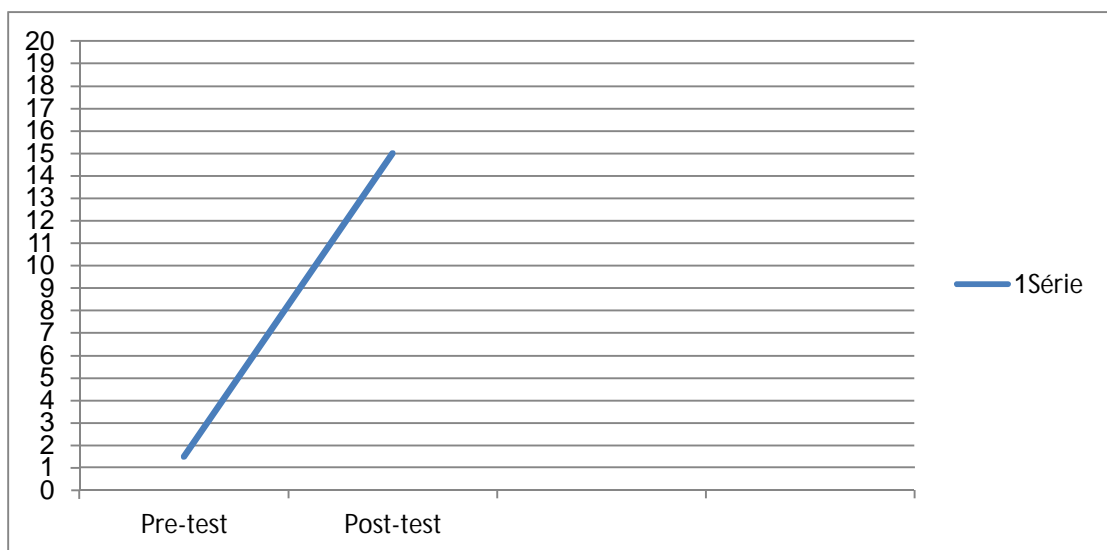
In fact, this second test had as an objective to assess students general understanding of the novel previously cited after they watched its adaptation. Consequently, it is observed that the results were to a considerable extent satisfactory. Besides, 84% of the participants standing for forty two (42) students succeeded to obtain the average, their scores varied between ten (10) and seventeen

and half (17.5), while only seven (7) students representing 14% of the participants did not reach the average. In this vein, the overall average of the scores

attained is considered to eleven point sixty nine (11.69). In order to come up and reveal the progression in terms of the general understanding of the novel, a comparison between the results of both tests imposes itself. This is what is going to be illustrated in the next section of this empirical chapter.

### **3.6. Comparison between the Pre-Test and the Post-Test Results**

The comparison is accomplished through considering both the scores of the thirty (30) students in both tests to know the points that students had in the first and second test. In addition, the averages that the researcher will get from the scores are going to be compared also. As the table shows (see appendix E), the change is clear in the students' scores. Nearly all students showed improvement. Thus, the students gain that varied between one (01) to eleven (11) points yielded a gain average of five point ninety eight (5.98). Concerning the scores averages of both tests, they also increased, from five point eighty three (5.83) to eleven point sixty nine (11.69). This result is displayed in the following graph.



**Figure 3.7: Scores Average Progression**

Average Increase Having all these statistical data, it sounds possible to reveal the margin of improvement in terms of the understanding of the novel achieved by the

students after they watched the film adaptation. To reach this end the researcher opted for the deduction of the pre-test mean from the post-test mean.

$$P = X^2 - X^1$$

$X^2$  stands for the mean of the post-test

$X^1$  stands for the mean of the pre-test

$$P = 11.69 - 05.83$$

$$P = 05.86$$

Considering that the pre-test mean and post-test mean represent the extent of students achievement in each tests , the mean resulted from their deduction i.e. 5.86 represents the average of the achievement. Resultantly, we can say that the progress achieved by the end of the post test is approximatively six (06) points

#### **3.7. Sample Film-Based Course**

After explaining the suggested tasks, the process of using film adaptations in takes its place in the literature course. This sample film- based course is directed to first year master degree students. The film selected for this sample is the adaptation of Millers' novel The Crucible which was directed by Nicholas Hynter in 1996. The first session is devoted to their first exposure to the novel. The second session is devoted to this novel's film adaptation. Then, this masterpiece is discussed in the post-viewing session.





**Figure.4.3. Collage from the movie *The Crucible* 1996.**

**Abigail, Tituba, judge Danforth,**

The objective of this sample course is to enable students to better understand the story of the novel, and to acquire some cultural and historical background of the era in which the novel was written. In addition, students will have a clearer image about the way in which Miller portrayed social and religious aspects during that period. The illustration of the example course that was designed is summarized as follows:

**1-Pre-Viewing Phase**

<b>Task</b>	<b>Aim</b>	<b>Time allotted</b>	<b>Organization</b>	<b>Task Instruction</b>
Warm -up	Activate students content schema and prepare them for viewing the film	5mnts	Whole-class	Answer the following questions:  -What is the story about?  -Where and when does the story take place  -What are the main characters?  -What is the main theme?

**2- While Viewing Phase**

<b>Task</b>	<b>Aim</b>	<b>Time allotted</b>	<b>Organization</b>	<b>Task Instruction</b>
Note-taking	Exploring the main content elements of the novel	90mnts	Individually/In group	Use your viewing log and take notes.  -Setting: Places wherein events take place

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				<p>-Characters: -the relationship between characters</p> <p>-Their personality</p> <p>-Their behaviour, appearance and feelings</p> <p>-Role in the story</p> <p>-The way they talk, the way they are dressed</p> <p>-Plot: the succession and causality of the events.</p> <p>Themes: the danger of ideology, reputation and integrity, Puritanism and individuality. Puritan society requirements</p>
Summarizing	A gradual		Whole class	In few words

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	Checking of Students'			summarize what you have just viewed (orally)
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#### **3-Post-Viewing Phase**

<b>Task</b>	<b>Aim</b>	<b>Time allotted</b>	<b>Organization</b>	<b>Task Instruction</b>
Writing Résumé	Review of the novel content and check students understanding	20mnts	In group	According to what you have read and watched, write a brief summary about The Crucible novel
Discussion And Debate	Engage students in a debate to analyse the literary and cultural aspect of the novel	70mnts	Whole class/in group	Analyze the Crucible novel and its filmed version by answering the following questions -What changes did you

				<p>notice in the film</p> <p>while</p> <p>watching?</p> <p>-What were the</p> <p>successful</p> <p>aspects of the</p> <p>adaptation</p> <p>and what did the</p> <p>film version miss?</p> <p>- Did this film</p> <p>remind you another</p> <p>novel you have</p> <p>read?</p> <p>-What conflicts did</p> <p>you</p> <p>notice as you</p> <p>viewed the film?</p> <p>Think about what</p> <p>you</p> <p>already know about</p> <p>this period in the</p> <p>British history. How</p> <p>does this</p> <p>novel/film support</p> <p>or</p>
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### **Chapter Three: Investigating the use of Film Adaptation in Teaching Literature**

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				contradict your current understanding of this period? What images or scenes are you still unsure about their interpretation? - What is your opinion on the book and the film's final message?
--	--	--	--	--

### **3.8. Recommendations and suggestions**

As a result of the data obtained from the empirical part of this study which encompasses all the research instruments, as a matter of fact, a couple of conclusions can lead to subjects of considered recommendation. In fact, our chief recommendation is the implementation of film adaptations as an instructional tool in the English literature syllabus and its use should be generalized to a larger extent. As it was shown in the previous chapter, film adaptations have a myriad of merits that are just readily to be profitable for literature teaching. This appeal for introducing film adaptations in literature classes is based on the assumption that any teaching/learning operation has to take into account the affective skills of the students. Accordingly, the results of this investigation inform us that a more attractive, enjoyable and interesting learning context can be offered to students thanks to the use of this kind of material. The investigation reveals that students tend to encounter difficulties to understand the content of the literary works and need a facilitator that can help them enhance their comprehension. Accordingly, the present inquiry shows that film adaptation improve students' understanding of the literary texts by providing them with a comprehensible representation of the setting, characters and plot events leading them to be vividly involved in the story. Furthermore, the striking majority of the informants, encompassing teachers and students, are in favor of the implementation of film adaptation in literature courses to teach the different genres which have been screened such as novels, plays and short stories, and claimed for a larger and more regular use of such material.

### **3.9. Conclusion**

With regard of the main goal of this study, this final chapter plays the practical role of the research. On one hand, it gives the required explanation of the research type, the methodological design, the selected data collection instruments, and data analysis tools. On the other hand, it shed light on the interpretation of the findings by adopting the needed discussion and analysis. As a final step, the researcher has provided a set of recommendations and suggestions regarding the use of film adaptations in literature courses. Film adaptations are worth to be introduced in the literature syllabus and, therefore, recommended to be utilized as an educational material in its own. Finally, the researcher has attempted to provide a sample film-based course that aims to be used by teachers to promote students understanding of literary works.

# **CONCLUSION**

### General Conclusion

The objective of the present research work was to test the pedagogical benefits of film adaptations in literature classrooms. In addition, this research attempted to provide teachers with some insights to enable them use adaptations which could be helpful to their students. The first chapter was devoted to reviewing literature related to the teaching of literature in the ELT. It first pointed out the different approaches and theories used in the literature pedagogy. The second chapter was dedicated to discussing how film functions and provided a brief account about the relevance of using multimedia in the EFL context. The aim was to put forward the benefits which using films when teaching literature would have on students' interests, motivation and achievements in literature. It also sought to evaluate the usefulness of using films on facilitating the comprehension of the literary texts.

The third chapter was devoted to discussing the methodological framework. The researcher opted for an experimental design to investigate the desirability of using film adaptation in teaching literature and its effects of students' motivation for learning. To achieve this, the research, first provided a detailed explanation of the research design. This was followed by a description of the informants, research instruments and the procedures of the data collection. After that, the chapter dealt with the analysis of the data obtained from the two research instruments, namely: the questionnaire and the pre and post tests. The data was calculated and presented in tables and charts. The following step comprised interpretation and comparison of the different findings.

The final part was devoted to the discussion of the research's main recommendations and pedagogical suggestions which may help the teacher make use of the film adaptation and the maximum use of this multimedia. The research results were positive regarding the use of films on the students' motivation as well as comprehension of the literary work. Finally, the researcher suggested a sample lesson plan which was film-based. The aim was provide

## GENERAL CONCLUSION

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teacher with an example to teaching the literary work *Crucible* which is written by Miller. We choose this novel because it is programmed in Master one classes to facilitate the project.

The aim of conducting the research was to test the effect of film adaptation on enhancing students' performance in the literature module. It also sought the effect of the use of film adaptation as technique of technology on students' motivations to learning literature, on the one hand. It further attempted to provide the teachers with some insights which would facilitate the teaching process and help them reach their teaching objectives.

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# **APPENDICES**

## **Appendix A Students' Questionnaire**

## Learners' Questionnaire

Dear student,

This questionnaire is an attempt for gathering information needed for the accomplishment of a master thesis. We seek to shed light on the role of vocabulary instruction in enhancing first year LMD students reading comprehension. We would be very grateful if you help us filling in the questionnaire. Would you, please, tick the appropriate box.

1/Do you like literature?

Yes  No

2/ do you have any difficulties in understanding literature?

Yes  No

- If yes why?

.....  
.....

3/what do think about literature courses?

motivating  enjoyable  boring

4/ Did you face any difficulties in studying literature?

Yes  No

.....  
.....

5/ do you prefer learning literature by....?

Reading  seeing  hearing

6/have you watched a film/movie adopted from a novel that interested you ?

One time  Twice  Never

7/ Have you watched a story in a movie that attracted you to read the story from the original version?

Yes  No

8/have you read a novel and than after a while you experienced it as film

Yes  No

Explain why?

.....

9/ Did the new teaching method facilitate your comprehension of the content?

Yes  No

Explain how?

.....

.....

10/ what do you think about teaching literature via film adaptation?

Helpful  Enjoyable  Not interested

Other.....

**Thank you for collaboration.**

**Appendix -B-**

**Pre-Test**

## Pre-test

You are invited to answer the following questions after reading the book passage.

### The Crucible

Do answer carefully and with complete faithfulness.

Age : \_\_\_\_\_

Gender : \_\_\_\_\_

1. Where is the story happening? (Listen till the end)
2. What does the title refer to? (Vocabulary knowledge)
3. What is Tituba's Work? (Hearing the accent and skin color)
4. Why did Betty faint? (taking side with Abigail or the other villagers)
5. What were the kids doing in the forest according to Abigail? (taking side with Abigail or the other villagers)
6. What is the dearest thing to Mr. Paris? (Reading between the lines of the speech)
7. Who was in the forest that night? (following the character's telling)
8. What role did fear play in creating authority? How did some people choose to resist authority? Who are they and what form did their resistance take?
9. John and Abigail's affair serves as a catalyst for the events of the play, yet historically no such affair ever took place. Why did Arthur Miller use his dramatic license to invent this relationship?
10. Give an example from The Crucible that demonstrates that certainty can be dangerous.

**Appendix -C-**

**Post-Test**

## Post-test

You are invited to answer the following questionnaire according your understanding from the adapted film “The Crucible “.

Do answer carefully and with complete faithfulness.

Age : \_\_\_\_\_

Gender : \_\_\_\_\_

1. Where is the story happening? (Listen till the end)
2. What does the title refer to? (Vocabulary knowledge)
3. What is Tituba’s Work? (Hearing the accent and skin color)
4. Why did Betty faint? (taking side with Abigail or the other villagers)
5. What were the kids doing in the forest according to Abigail? (taking side with Abigail or the other villagers)
6. What is the dearest thing to Mr. Paris? (Reading between the lines of the speech)
7. Who was in the forest that night? (following the character’s telling)
8. What role did fear play in creating authority? How did some people choose to resist authority? Who are they and what form did their resistance take?
9. John and Abigail’s affair serves as a catalyst for the events of the play, yet historically no such affair ever took place. Why did Arthur Miller use his dramatic license to invent this relationship?
10. Give an example from The Crucible that demonstrates that certainty can be dangerous.

**Appendix -D-**  
**Tests' Scoring Scale**

You are invited to answer the following questions according to your understanding while Watching the video / reading the book passage.

Do answer carefully and with complete faithfulness.

Age : \_\_\_\_\_

Gender : \_\_\_\_\_

1. Where is the story happening? (Listen till the end) **2ptc**
2. What does the title refer to? (Vocabulary knowledge) **2ptc**
3. What is Tituba's Work? (Hearing the accent and skin color) **2ptc**
4. Why did Betty faint? (taking side with Abigail or the other villagers) **2ptc**
5. What were the kids doing in the forest according to Abigail? (taking side with Abigail or the other villagers) **2ptc**
6. What is the dearest thing to Mr. Paris? (Reading between the lines of the speech) **2ptc**
7. Who was in the forest that night? (following the character's telling) **2ptc**
8. What role did fear play in creating authority? How did some people choose to resist authority? Who are they and what form did their resistance take? **2ptc**
9. John and Abigail's affair serves as a catalyst for the events of the play, yet historically no such affair ever took place. Why did Arthur Miller use his dramatic license to invent this relationship? **2ptc**
10. Give an example from The Crucible that demonstrates that certainty can be dangerous.
- 11. 2ptc**

**Appendix –E-**  
**Table of Pre-Test**  
**and Post-Test Scores**

<b>Students</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain</b>	<b>Students</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain</b>
<b>S1</b>	03	11	7	<b>S16</b>	6	11	5
<b>S2</b>	00	5	5	<b>S17</b>	8	16	8
<b>S3</b>	6.5	12	5.5	<b>S18</b>	2.5	12.5	10
<b>S4</b>	1.5	10.25	8.75	<b>S19</b>	7.5	13	6.5
<b>S5</b>	14	15	1	<b>S20</b>	11	13	2
<b>S6</b>	10.75	13	2.25	<b>S21</b>	9.5	10.25	0.75
<b>S7</b>	4	15	11	<b>S22</b>	4.5	10	5.5
<b>S8</b>	8	12	4	<b>S23</b>	3.75	10.25	6.5
<b>S9</b>	9	15	6	<b>S24</b>	2.5	8	5.5
<b>S10</b>	4.5	13	8.5	<b>S25</b>	2	9.75	7.75
<b>S11</b>	3	12	9	<b>S26</b>	3	14.5	11.5
<b>S12</b>	6.25	16	9.75	<b>S27</b>	8.25	16	7.75
<b>S13</b>	5	15	10	<b>S28</b>	9	17	8
<b>S14</b>	4	8	4	<b>S29</b>	6.5	12.5	6
<b>S15</b>	1.25	7	5.75	<b>S30</b>	4.5	12.75	8.25

## ملخص الدراسة :

لطالما استحوذ مجال التدريس اللغة الإنجليزية بأقطابه العلمية وبأحثيه على إهتمام مدرسي اللغة الإنجليزية كلغة أجنبية .

مؤخرا شكلت كل من تقنيات التدريس و إحتلاف اهتمامات الطلبة بالإضافة إلى مختلف الإحتياجات و الدوافع

مصدر تحدي لتدريس هذه اللغة، كنتيجة لما تم ذكره فإن المدرسين صبوا تفكيرهم نحو طرق حديثة لتحسين عملية التدريس و

الإستفادة منها بشكل أحسن و أدق لتحقيق هذه الأهداف ،أستعملت العديد من الوسائل التكنولوجية بالإضافة إلى تلك

المتعلقة بالصوت و الصورة في العديد من المجالات التي شملت تعليم اللغات و الأدب لم يتم إهماله طبعاً.

مما من الأدب أن استخدم هذه الوسائل الحديثة و الأفلام سيجعل تعلم بعض أصعب الأعمال الأدبية و لهذا عملت

دراسات المقدمة على إختبار فعالية دمج الأفلام ضمن تدريس اللغة الإنجليزية كلغة أجنبية لطلبة السنة الأولى ماستر بي جامعة

زيان عاشور الخلفة الجزائر .

دراستنا تشمل وسيلتين لتحقيق نتائجها تمثل هذين الأخيرتين في طرح إستفتاء بالإضافة إلى أسئلة ما قبل و بعد

الإجراء و قد كان الطلبة هم المعنيون، من بين محاصيل هذه الدراسة التجريبية هو أن إستعمال الأفلام و توفير بيئة مناسبة فعال

ضمن تدريس الأدب و يرفع من الإمكانيات كما ظهر أن الطلبة يفضلون المشاهدة على القراءة .

كما أن طلبة المهتمين بمجال الأدب و جدوا أن الأفلام تسهل فهم بعض المواضيع الأدبية الصعبة و جعلها أكثر متعة

و تحفيزا تقترح الدراسة على المعلم و المتعلم على حد سواء أن يستعملوا الأفلام بين تدريس الأدب .