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Scientific Research University of Ammar Thelidji, Laghouat Faculty of  
Letters and Foreign Languages Department of English**



## **Teaching Literature through Cinematic Aids**

Case Study 2<sup>nd</sup> Year English students at Laghouat University

*A Dissertation Submitted to the Department of English Language in Partial Fulfilment of  
the requirements for the Degree of Master in Literature and Civilisation*

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## *Dedication*

We dedicate this work to our dear parents who always support us to  
achieve our dreams.

Special thanks go to our sisters and brothers for their encouragement.

To all our friends, thank you for your moral support in our hard  
moments.

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## **Abstract**

This research tackles the issue of using movies to teach literature; it uses Jane Austen's novel *Pride and Prejudice* (1813) and its adopted movie that takes its name *Pride and Prejudice* (2005) as a case study. It aims at testing the effectiveness of movies in teaching literature. A questionnaire, pre and post tests are the research instruments that are used to get answers from the sample population who are the students of second year students of English at Laghouat University. The results of the students' answers proved that they understand literature better when they watch the adapted literary texts as movies, unlike reading that makes students feel bored and not motivated. Besides, the study also reveals that movies are effective to a great extent to be used as teaching tool.

### **Key words :**

Teaching , learning , cinema , literature , students ,movies , novels .

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# **GENERAL INTRODUCTION**

## **General Introduction**

As it is known, literature is the mirror of societies; if one wants to know a society, they only have to study its literature as it reflects the culture of its people. For this reason, schools and universities have made teaching literature one of their most important priorities. Thus, literature is culture, history, the present and even the future of nations.

Given the great importance of literature in the life of societies, teaching literature to students has become an inevitable necessity. Hence, countries rushed to find methods and approaches for teaching literature. By virtue of the fact that literature is directed to modern students who do not understand much in the traditional way of teaching, it is necessary to search for alternative and successful methods of teaching literature.

Many methods and techniques have appeared to teach literature, but not all of them have received success and acceptance by students and teachers, unlike the use of films that attained great success and popularity by learners and teachers. This interesting success of using films in teaching literature is due to several reasons like that it is an enjoyable and motivated way that attract students' interest, provide time and effort for both teachers and students and facilitate understanding since watching movies or clips from them make the information stored in the mind. In fact, technology controls and facilitates the teaching process, so it is difficult for the students to study without it.

In this vein, movies came as savior for teachers and students; the movie presents the characters and events in a lively and delightful way that makes the student travel with his imagination to a world full of emotions. Also, it stimulates memory in addition to giving the opportunity to all students to participate in the lesson. Moreover, learners gain chance to express their opinions and ideas. In addition to that, the most important point that makes movies a successful way to teach literature is that it enhances speaking and listening skills for students and enriches their vocabulary since they receive the language of native speakers. Literature and cinema both shed light on social issues, so mixing between them was successful in teaching because the student became as if he saw his social reality in literary novels and movies.

All these characteristics make using movies in teaching a preferred, desired and attractive method that motivates both teachers and students to do well in the process of teaching and learning literature.

### **Research Questions**

1. To what extent is the use of films in teaching literature an effective and useful method?
2. Relying on the movie of *Pride and Prejudice* (2005), does the movie succeed in boosting students' level of comprehension?

### **Research Objectives**

Through this work, the researchers aim is to discover the importance and acceptance of movies as a tool of teaching and learning literature. Also, the current work aims at knowing how students want to study literature either through reading or movies relying on the novel of *Pride and Prejudice* as a case study.

### **Research Hypotheses**

1. Film adaptation may be an effective and useful way to teach literature.
2. Using movies to teach literature may enhance students' understanding.

### **Statement of the Problem**

Researchers noticed that the traditional way of teaching literature has become boring for the new generation of students who are influenced by technology. For this reason, the use of movies as a method in teaching literature is witnessing a remarkable development in the educational milieu. Thus, the researchers opts for this topic in order to enrich the bulk of literature with providing a novel case study which in turn increases the potentiality of a final generalization. Besides, the researchers' endeavour is to innovate the teaching curriculum of literature and urge teachers to adopt this method in their teaching process.

## **Research Significance**

Teaching literature through reading literary texts remains a passive theoretical method, while using films as a tool of teaching literature is a practical method that stores information easily in the mind of the student. Film adaptation facilitates the process of teaching and learning literature; it saves time and effort for both students and teachers. In addition, including movies in teaching literature may be fun and enjoyable but it is also motivating.

## **Thesis Structure**

This thesis is divided into a general introduction and theoretical part which in turn includes two chapters. The first one entitled “Literature and Movies”; the second chapter is entitled “Case Study of the Adopted Movie *Pride and Prejudice* 2005”. There is also a methodological part that describes the methodology of the empirical part. Then, there is the empirical part which sums up the whole process of research, the tools used and the results obtained. At the end, the researchers shed light on the results of the study in the general conclusion.

# **Review of Literature**

## **Introduction**

The world has witnessed a radical change affecting all aspects of life; this is due to technology that created a new world completely different from the pre-tech world. Of course, this change included education. Besides, the mentality of the student of this age is not the same with his predecessors from the previous generation; the student of nowadays is influenced and controlled by technology and traditional education is fruitless and useless for him. This motivated scholars to search for effective and easy methods to help the student seek understanding, for example teaching literature through films. This method has not been generalized yet, but has witnessed great popularity and acceptance among the students and the teachers. This method has achieved great success since its emergence.

Thus, the aim of this review is to discuss the recent studies and experiments about using movies in teaching literature in order to help the reader get information easily about this topic. We will depend on articles, dissertations and websites. Unfortunately, we cannot use all related books since there are no opened libraries due to the quarantine imposed by corona virus and we could not get books from the internet to use it in our thesis as most websites ask for a deposit to get the book.

The idea of teaching literature through movies is a recent and modern idea that has sparked a wide debate in the educational milieu between supporters of the idea. It is considered as a great revolution in the world of education and a few who have interest in the idea. The supporters of the idea of teaching literature through films endorse their opinion, arguing that this method has great and tangible results for the benefit of the student such as: the development of the linguistic skills of the learner, saving time and effort for the student and the teacher. As a matter of fact, watching the characters and the events directly makes it easier for the student to store the ideas in his mind, unlike reading that makes the students face many difficulties in order to understand the text.

For instance, this idea is mentioned in an Indonesian experiment that is entitled “Using Films as Media to Teach Literature”; it is written by Amalia Hasnah. This

experiment made a comparison to find out the differences between teaching literature through movies and teaching through reading. The result of the experiment concluded that students prefer to learn literature through movies because they understand the theme and the plot easily. Hence, this method of teaching literature facilitates learning for most students who seek for another workable solution which is movies to learn in an enjoyable and entertaining way. In other words, this method of teaching literature is spreading widely in all the world due to its efficacy and effectiveness; it became a matter of importance since movies as a tool of teaching heralds wonderful results and great success. This is due to the fact that movies are part of a culture and because of that it must be studied and analyzed in order to know and understand the literature and culture of a particular society.

Merging literature with cinema (movies) produced a wonderful and successful method of teaching literature that attracted many writers and scholars who in turn enriched and developed it by their contributions.

### **Objective**

The objective of this review is showing sources about teaching literature through movies and examine the acceptance of the student to this method and its effectiveness in teaching, based on the views of other scholars who discussed this topic ahead of time.

### **Using Movies as an Educational Device**

Using movies is a new pedagogy that innovates and develops teaching literature; many recent studies have focused on that topic. Let us see for example and not as a limitation the most important studies about this topic:

To illustrate, Andrew Baziwish conducted a similar work in 2009 supporting teaching literature through movies. This work was a kind of critique as he blamed the teachers because of the misuse of this method of teaching. He justified his assumption claiming that it makes students passive receivers of information because they just watch the movie or excerpt from it without creating or enhancing critical thinking and reading

skills of student. The purpose of his work is to discuss the role of movies adopted from literature in a directly and a lived way. Similarly, Daniel McCarthy (2009) carried out a quite akin to the previous, but with positive assumption; his aim is to identify the appropriate way of using films without being passive. He further adds that teachers cannot held responsibility for the failure of students as they are just the mean and the method used is the core of the learning and teaching process. In another context, Alper Keles (2015) examined how the types of the movies used plays a role in the learning process. This study praised teaching literature through movies and discussed the use of films to teach German language and literature in Turkey. His objective is to discover which type of films is more accepted by students.

There is also a study themed” Movie Map Conversion Study: A Case Study of Pride and Prejudice”; it is written by Stephen Pratt (2009). It is intended to scan the evolution of regional tourism agency rather than education based on the movie of Pride and Prejudice in its version of 2005. It mentioned the importance of the movie in question in commerce, marketing and tourism as the movie makes the viewer enjoy thanks to the beautiful scenery of the country in which the movie was shot. Thus, the viewer gets excited to visit that country, and as a result the country’s tourism flourishes. Applicably, Rahmoun (2018) sought to prove the efficacy of the use of movies in teaching literature in a more genuine way, mentioning that using movies to teach literature is the favorite way of teaching and learning. Similarly, Hicham Sohaili (2003) examines the importance of didactics and films in teaching literature highlighting the importance of movies in teaching literature as it is the most desired method among the students and teachers.

Moreover, Daniela Stoica (2013) chose the novel of “The Great Gatsby” as a case study to manifest her ideas in teaching and learning. Stoica attempted to include movies in the teaching paradigm as a practical approach claiming that this method “has many advantages such as promoting critical thinking and writing, helping students to make connections between concepts and real world, developing students’ skills of analyzing films as visual texts, by making use of the technique of scene analysis” (Stoica, 2013, p. 76).

From another perspective, Suzanne Choo (2006) provides a framework to link between the main components of literary texts (theme, mood, symbolism, opposition, plot structure, and narrative point of view) to the movie illustration. The following table sketches the main techniques with some questions for the students to make sure that they understand the meanings conveyed from the movie

<b>Stages of Visual Analysis</b>	<b>Connecting Visual Image to Literature</b>	<b>Questions to Ask Students</b>
<b>Realistic Still-Image</b> (photo)	<b>Frame-Theme</b> Focusing on a particular person or place while ignoring others	Look at a series of pictures and identify their main focus. Why do you think the other objects were excluded? Analyze the beginning segment of a literature passage. Does it have a main focus? What was excluded?
<b>Realistic still-Image</b> (photo)	<b>Lighting-Mood</b> Using a specific type of lighting to describe a certain feeling.	How would you describe the lighting in the photograph? Is it hard, soft, natural or dark? After reading a literary text, think of the lighting and tone that best fits the mental image in your mind. What words would best describe this mood?
<b>Abstract still-Image</b> (abstract art)	<b>Representation-Symbolism</b> Using objects to represent an idea	Look at the artwork and examine which objects stand out in the foreground and background. What could they represent? Now read the literary text and identify portions of the text where the writer describes an object in detail. How is this symbolic of a larger idea or truth?
<b>Abstract still- image</b> (abstract art)	<b>Contrast-opposition</b> Structuring an artist’s work using contrast	Examine the artwork and think about how the artist used contrast in colour and arrangement. Now read the literary text. Analyze the writer’s use of character contrast (character foil) and

<b>Moving-image</b> (film)	<b>Image Sequencing- Plot Structure</b>	<p>word opposition (antithesis and oxymoron).</p> <p>Compare and contrast the literary text with a film adaptation. How is the story ordered in both texts? Evaluate the writer and director's choice of employing flashback, flash-forward or a time lapse in telling the story.</p>
<b>Moving-image</b> (film)	<p><b>Camera Perspective-point of View</b> Using the camera to inform the viewer of the perspective which the story is told.</p>	<p>There are 3 perspectives that correspond to points of view in literature: 1) the camera follows the eye (the first person); 2) all characters are seen from a distance (third person omniscient); 3) the camera shows other characters but tends to focus on one character (third person partial omniscient). Identify the point of view of the literary text and compare this with the film version.</p>

**Table 1.1. A Framework for Connecting Visual/Media Techniques to Literary Techniques (Suzanne Choo, 2006)**

## **A Critique**

In any ideology, scholars differ in their points of views. In this vein, not all researchers view the method of using films in teaching useful as some of them disparage it usefulness.

As it is known, movies bring together images in a particular time and place illustrating a whole story. In other words, “cinema agglutinates space and time, image and word” (Martinez 2005, p.57). However, some scholars such as Beja (1979), MacFarlane (1996), and Nikoleishvili (2007) raise the point that this visuality of scenes is not practical for students. They argue that it delimits their imagination and creativity. That is “the eye can only see what can be seen by the eye, a limitation not shared by the mind’s eye” (Beja, 1979, p.65).

Besides, novelists and scholars in the same remit consider movies as ‘secondary products’ Whelehan (1999) as they will never replace the original work. Hutchoen (2006), on the other hand, ponders that movies are filmed scenes that “the symbolic richness of the books and missing their spirit” (2006: XII). In the same respect, Baresay (2006, p.23) thinks that films do not really symbolize the original novel as it should be contending that “most novels are irreversibly damaged by being dramatized”. In other words, film adaptation demolish the subtlety of the literary work.

Despite these points, the current contemporary culture requires this educational adaptation as most students if not all support the use of technology and media in their learning either at home or in schools.

## **Conclusion**

The researchers conclude from previous research that the topic of teaching literature through movies is witnessing a great spread in the educational milieu and it is contributed by many writings that enrich and develop it. The great and huge receive of using movies to teach literature from students and teachers makes writers and critics discuss this topic deeply. The fact that this topic is extensively discussed indicates the importance of movies as a method of teaching for both students and teachers.

# *Chapter One*

## **Literature and Film Adaptation**

## **1.1. Introduction**

As it is known in literature departments, printed texts and novels are used as basic material. But nowadays , speed learning methods are developed for students to accelerate their learning process the Audiovisual method is one of the most important way in teaching literature, it achieved a great results it was stimulating for students and helped their integration into the lesson.

This chapter aims at reviewing some researchers ‘views about the teaching of literature. In doing so, the researchers will first focus on the field of literature education and then will discuss the relation between cinema and literature and how movies motivate the students to learn and comprehend literature .At this stage, it is also crucial to discuss the use of cinematic aids in teaching literature through the novel of “pride and prejudice” as a case of study. It is also focal to spell out the difference between the novel and the movie and the importance of this difference .In sum the current work tackles the main benefits of using cinematic aids in teaching literature in EFL classrooms.

## **1.2. Definition of Literature:**

As it is said, literature is the mirror of societies; it reflects all the aspects of life. No nation could develop without literature and the collapse of literature necessarily means the collapse of the nation as Johan Wolfgang Goethe states: ‘ the decline of literature indicates the decline of the nation (1853:109). In short, the relationship between literature and people is explained in the saying of Johan Wolfgang Goethe; he simply defines the importance of literature as the life style of people. Therefore, there is no developed nation without literature.

Literature is the human expression of culture, traditions, etc. In general, it is the works that reflect the society's life, literature is a reflection of people's life in an artistic way; it is the credible and the honest way to discover societies and get a clear idea about them. The famous writer Salman Rushdie claimed that "Literature is where I go to explore the highest and lowest places in human society and the human spirit, where I hope to find not absolute but the truth of the tale, of the imagination and of the heart" (1989: 11). According to Salman Rushdie, literature is the essence of people life since literature does not represent the external form of societies, but it goes deeper in the soul and heart of the man. Hence, literature is a spiritual artistic performance that embodies the most beautiful meanings of humanity. Alfred North Whitehead adds that: "it is in literature that the concrete outlook of humanity receives its expressions."(1997:75)

Literature treats the community issues, appreciates and praises the good behaviors and tries to fight the bad habits in the society.

### **1.3. Approaches of Literature:**

The importance of literature makes its teaching an imperative necessity in the entire world; teaching literature has many approaches as comes in Malaysian journal of educational science. The approaches of literature are divided into:

#### **1.3.1. The information-based Approach**

It means discussing background information with the students about the literary text, it focuses on the real, internal and cognitive side. It aims to make the student receive the maximum amount of information from teacher; this approach makes the

teacher the essential element in the learning process and it considers the student as a receiver of information.

### **1.3.2. The Personal-response Approach:**

It links between the literary text and the personal experiences of the students. It deals with qualitative research. It is an evaluation study that aims to change the behavior of the individual and correct him in order to enhance his mental ability.

This approach also aims to develop the person and focuses on his achievements and future plans; it takes into consideration the age, gender and identity of the person.

### **1.3.3. Language-based Approach:**

It aims at developing language depending on literary texts. This approach means to study and understand literature. It aims to make the student take the correct language from the literary texts; it develops the linguistic skills of the student by extracting a correct language in terms of grammar, vocabulary and orthography.

### **1.3.4. The Paraphrase Approach:**

It simply means re-telling the story to the students. In this approach, the teacher has to facilitate the meaning of the text for the student by presenting it in a simple and clear language. The teacher is required to tell the story in other words or expressions that make the student understand the meaning of the literary text. Also, the teacher can translate the language of the text into the language of the student to facilitate understanding. Therefore, this approach focuses on meaning.

### **1.3.5. The moral-philosophical Approach:**

Studying the text in relation to moral values. Philosophy and morals are the essence of literature, so this approach aims to study literature in relation to the philosophical ideas and ethics that are mentioned in the literary text. This approach gives students lessons in ethics and philosophy relying on literary texts.

### **1.3.6. The stylistic Approach:**

It merely implies studying the language of the text or reading behind lines. It focuses on the style of language; it studies the features of literary language compared to the daily language of people. This approach is part of applied linguistics.

Teaching literature has goals that motivate the teacher to teach and the student to study literature. In this vein, Yarllot, a lecturer in education at Nottingham University, classified the literary aims into cultural and psychological aims. According to him, literature and culture go hand in hand to represent the society and the philosophical aims refer to the psychological motivation that encourages the learner to study literature. That is not merely a way to discover people's life, but it has many beneficial goals that develop the level of the student and even strengthen his personality (G.Yarlott:2006: 146). Besides, literature enriches the critical thinking of the reader and usually its inclinations are inspired from the real life of people.

## **1.4. The Relation between Cinema and Literature:**

Formerly, people knew two forms of literature: written and oral literature, but recently a new influential and successful form has emerged. It is visual literature; the prosperity of this form of literature refers to the cinema.

The relation that gathers literature and cinema is a mutually beneficial relationship. They share many similarities; both of them belong to art and cultural humanity. They both have the same chronology of events, beginning, rise, actions, climax, falling actions, resolution and also fiction which is an integral part in literature and cinema.

The harmony between literature and cinema is manifested in the wonderful ability of cinema to convert many novels into successful movies like the great success that was achieved by the turn of *Pride and Prejudice* into several movies. Advantageously, people accept and welcome the adaptation of movies to conceive literature because “the book is a film that takes place in the mind of the reader ‘as Paulo Coelho (1988:49) stated.

In other words, the nature of the novel is a film in the mind of readers and cinema makes its events vivid and enjoyable to the viewers and even readers which mean that cinema was able to make its own mark in conveying and envisaging literature in a beautiful way.

Cinema reached all the classes of society including the illustrate people unlike literature that is accessible only to the educated people. The novel gets a respectable public base thanks to cinema that is more clear and brief than literature.

### **1.5. Movies and Motivation :**

Using movies to teach literature becomes a fruitful and beneficial strategy to facilitate the process of teaching literature because the traditional way is impractical as Tileston claimed “it is unrealistic to believe that students who are constantly simulated by the multimedia world will sit each day passively listening to the

lectures, taking notes and preparing for a pencil-and-paper exam without dropping out mentally” (2005:16).

Teaching literature through films has become an imperative necessity because this generation differs from its predecessors. It is a generation that is controlled by technology which in turn makes it difficult for the students to sit and listen to the teacher giving the lecture in a theoretical and dry manner because students need that sense of excitement to push them to learn.

The success of cinema in converting many literary novels into world famous films as what happened with the novel *Pride and Prejudice* makes it essential in teaching literature. To illustrate more, Kuzma and Haney (2001:34) further explain that:

“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 movie theatre. Consequently, they are geared to audiovisual rather than written forms of expression and communication”.

It seems that a wide range of societies encourage and support the idea of teaching literature through films due to its importance and benefits that facilitate learning for the student.

#### **1.6. Teaching Literature through Cinematic Aids:**

In hope to make the process of teaching literature successful, there are many literary novels have become taught through the adapted movies like *pride and prejudice* novel .

### **1.6.1. Pride and Prejudice Novel:**

the researchers select the novel of *Pride and prejudice* (2005) as a case of study because it has a wide popularity and great importance by dint of its audacious themes which are treated in a comic way.

The worldwide beloved novel of *Pride and prejudice* was written by Jane Austen in 1813; it was transformed into many plays, movies and series, but the movies were the best way to watch *Pride and prejudice*. It was first adopted as a movie in 1940, then it was filmed again in 1995, as a mini-series for in television. The most recent production was filmed in 2005. There are other important cinematic adaptations of *Pride and prejudice* that have a great impression on the viewers. *Pride and prejudice* is a wonderful fun and never tire novel, all these qualifications allowed it to enter the world of cinema easily and successfully.

The main cause that makes *pride and prejudice* so popular and an important reference to the students of British literature is that Jane Austen had audacity to discuss sensitive social issues as Roberta Grandi argues that:

“the Austin passion is translated and transformed into tropes in a delicate balance between repression and desire, the technique analyzed here are only a few significant example of transfigurative attitude that embodies different but parallel exigencies both in the novels and in the films ... in an age when naked bodies are overexposed and sex is a common topic of discussion” (2008: 45).

This saying confirms the interesting events of the novel because of the conflict about the sensitive topics that are treated on the novel; some supported him and his way of thinking while others rejected such issues.

### **1.6.2. Essential Information about the Movie:**

The movie version chosen for this case is the one produced in 2005 the 11<sup>th</sup> of November. It is written by Deborah Moggach and performed in theatre. This version is the most successful one because it presents the movie in a modern way. It brought back all the romance and emotional force of the novel into the screen; the movie was faithful to the setting and period of the beloved novel and was filmed entirely in the UK. The 2005 movie version of pride and prejudice is characterized by many qualifications that gave the movie a great fan base and a huge number of audiences; for example, it presents the events of the novel in a wonderful way, and it does not consume a long time from the audiences as it took from then only 128 minutes.

### **1.6.3. Teaching Pride and Prejudice through the Movie:**

Before watching the movie of pride and prejudice, it is better for the teacher to ask his learners to read the novel or at least check its summary; this would facilitate the process of teaching and learning literature and motivate the students to see the events and characters of the novel in a lively and enjoyable way. Hence, the teacher must make the students know the most important information related to the novel and this is more fruitful if it is done before watching the movie.

Jerome Monahan (2005:5) confirms that by identifying some patterns that need to be respected in the movie; he states that “there are five aspects of the novel that both the student and the screenwriter need to take in order to analyze and understand the book and create a

new representation of it in the form of an examination essay or screen drama”. These aspects are: (Jerome Monahan, 2005:1)

- **The plot:** not just the story but the order of the events in the text
- **The setting:** the place where the most of the events in the novel occur and the representation of a society.
- **The characters:** people who interact in the text and whose behaviors we watch and learn from as readers and viewers.
- **The values:** the issues raised in the style of the novels’ writing, the students need to know all of these information in order to make the study of the movie easy.

While watching the movie, the teacher has to make his students take notes about the film; after that, the teacher has to give tasks about the movie and he can ask his students to summarize briefly what they have watched. It would be even better if the teacher encourages the students to re-represent the events of the movie as a play.

Unlike entertainment, education requires some important literary elements to be included in order to understand the film. These elements are as follows:

Firstly, film content that includes: the novel facts, the production year, genre, setting, plot and structure, conflict, characterization, narrator and point of view, imagery and themes. In addition to the content elements, cinematic effects, such as the soundtrack and lighting that deals with dialogue and music, also play a great role to represent the novel.

Thus, it becomes clear that the aforementioned elements must be applied to every movie studied for literary purposes. For instance:

**Title:** pride and prejudice

**Genre:** romantic drama

**Director:** Joe Wright

**Production:** universal pictures, studio canal, working title of the film (Pride and Prejudice (2005)).

**Themes:** pride, prejudice, social classes, love, marriage and the woman role.

**Lighting:** of course the movie focuses on the protagonists Elizabeth and Mr. Darcy and also Jane and Mr. Bingley.

**Setting:** the events of the novel took place in England in the last 18<sup>th</sup> century and the movie was produced in 2005 in United Kingdom.

**Soundtrack :** it means the influence of the sounds on the events of the movie it is said : “ The sounds of a piano , nature , river, birds , singing ( especially black birds ) , and the permanent presence of dogs , pigs ,chickens , ducks and geese in this film all create a realistic and lively image ” (Na Ma , Ohio university, nd ). Thus, the sounds have an important positive influence on the events of the movie; they make them seem real and familiar. The soundtrack embodies the daily lifestyle of society; psychologically, it is also necessary to facilitate understanding.

**The conflict:** it is represented in the negative view of Elizabeth against Mr. Darcy; also the conflict arises because of the problems that the protagonist Elizabeth faced from her antagonists, especially lady Catharine de Bourgh, Mr. Wickham, and Miss Bingley. Another kind of conflict arises in the movie; it is a social conflict

between the character who believes in love as the main basis for marriage such as, Miss Elizabeth and Mr. Bingley and those who are greedy and think that only money and the prominent social standing can build a successfully material relationship. The events of the movie should also follow the same chronological order as the novel.

#### **1.6.4. The Characters of the Movie: Pride and Prejudice (2005):**

Elizabeth Bennet, the protagonist, who is intelligent, but she is so kind and the proof of that is her belief in Wickham who took advantage of her kindness.

Mr. Darcy Fitzwilliam, the protagonist, is a clever wealthy man, but he looks vain and arrogant.

Charlotte Lucas, believes in money as a basis for the peace of mind.

William Collins, the inheritor of Bennet's family, is arrogant and proud of his social status.

Jane Bennet, Lydia Bennet, Catherine Bennet, Mary Bennet, Catherine de Bourgh, Mr. Bennet, Mrs. Bennet, etc. These are the most important and effective characters in the movie; the knowing of the characterizations facilitates the process of teaching and learning.

#### **1.6.5. The Narrator' Point of View:**

Pride and Prejudice is characterized by the third person-omniscient. One can easily see different points of view; however, the narrator follows the point of view of Elizabeth Bennet. Thus, the narrator plays an important role in explaining the views of the

characters. There is no human narrator in the movie of pride and prejudice (2005); maybe the director has given the task of discovering the perspectives of the characters to the viewers by depending on their critical thinking because the movie is full of hints.

Imagery, it relies heavily on nature in filming the scenes; the director focuses on the beautiful natural views, including the sounds as it is said: “picture fills the screen, and the audience can see a shot of a beautiful green field. Lush trees stand proudly at the end of the stretch of grass, and piano music begins to play as the rising sun peeks over the trees. Mist starts to dissipate and a golden glow fills shot as morning arrives” (Jane Austen (2005:1). The director of the movie uses the imagery of the novel and modifies it in a rigorous and wonderful way.

All of this previous information are obligatory to teach literature through movies since they are the basis of understanding; therefore, the teacher must make his students know and understand these elements to facilitate and enrich the process of learning literature through movies.

### **1.7. The Importance of the Differences between the Novel and the Movie:**

Critics have legitimated some modifications of the dialogue and events of the literary novel when it is converted into a movie; some critics consider the modifications obligatory in the movie since the time of the movie is short compared to the dialogues and the events of the novel. Therefore, it is impossible to see everything in the movie. Besides, the film is intended for modern viewers, so it is necessary to modernize some events to suit their taste and ease their understanding.

Sometimes, the dialogue in the film is identical to the novel and other times, it is different from it. There are also slight modifications of some events, but they do not

affect the novel's events in general. For example, the movie shows Mr. Bennet as a nice man with his family and Elizabeth as a nervous person who screams in the face of her parents and this is never mentioned in the novel at all. Besides, there is a big difference between the physical appearance in the novel and the movie; moreover, yelling of Elizabeth in the face of her parents portrays her as a negative character. In addition, Mr. Darcy proposed to Elizabeth outside in the rain, while in the novel he proposed to her inside Mr. Collins home. There is a scene as well where Elizabeth and Darcy were walking in the night in their pyjamas, this scene does not exist in the novel.

There are some differences between the movie and the novel that are considered legitimate for many critics and followers because the directors generally aim at pleasing and satisfying the viewers. To illustrate, it is noticed in the movie a kind of estrangement between Elizabeth and her sister Jane while the novel shows that they are close to each other. Thus, the directors are excused for the changes that they make in the movie; Seth Grahame Smith comments in his interview with *Hard Times*: "what makes a good book and what makes a good movie are totally different" (2011). In other words, the standards that make a successful book differ from the standards that make a successful movie; each one has its own characteristics that may not be found in the other.

### **1.8. Benefits of Teaching Literature through Visual Tools**

The audiovisual method is used as an effective teaching method in foreign language teaching. Audiovisual aids help the teacher establish a natural environment in class and learn a foreign language literature and attract students' attention in such environments. There are many advantages of teaching literature through movies:

1. Developing the communicative skills of the student since he is listening to native speakers in the movie.
2. Facilitating learning to the students because teaching literature through cinema is an amazing way for them.
3. Cinema makes it easier for the teacher to deliver the lesson and makes it more active, enjoyable and lively.
4. The movie motivates the learner to see whether the events of the movie are faithful to the novel or not.
5. Films will help support the linguistic competences of students.

It is clear that teaching literature through cinema, especially through movies becomes more common and needed for the teachers and the students; this is thanks to the importance and efficiency of delivering the information to the student quickly and easily.

## **1.9. Conclusion**

In sum, the conclusion that can be drawn is that the cinema could be beneficial to the EFL literature classrooms. Also, Cinema makes the reception of literary work easier by using audiovisual elements. Movies are qualified as a technological benefit for the departments of literature. A great deal of literary works is adapted into films and literature has been a source for film industry and it is stilling progress. Therefore, teachers should provide opportunities to make use of the different technological materials that exist.

# *Chapter Two*

## **Study of the Adopted Movie**

### **Pride & Prejudice (2005)**

## **2.1. Introduction**

Pride and prejudice is a classical, romantic, comedy novel that drew its fame from its discussion of sensitive social topics ,Jane Austen treated these topics relying on fictional characters.The wide popularity of the novel led to its conversion to several series and movies, the director of the 2005 version was smart enough to keep the fundamental story similar to that of the novel. Usually the differences in the dialogue are necessary and valid to make the movie successful and fit the taste of the audience. Blanka (2014:3) further argues: “logically, the approach toward adaptation is in direct proportion to the current situation in society, the adapters are influenced by world affairs or they might adjust their work to taste of the general public”. Hence, the 2005 version kept the general content of the novel with taking into consideration the viewers’ taste. Accordingly, this chapter aims at reviewing the contribution of pride and prejudice in the English literature; it also analyses the main characters and themes of both the novel and the movie to help the researchers compare and explore the differences and test the credibility of the movie.

## **2.2. Biography of the Author:**

Jane Austen is an English novelist, author and writer; she was born on 16 December 1775 in the village of Steventon, Hampshire in the south of England. She grew up in a highly literate family where her father, the Reverend George Austen, was a rector and her mother, Cassandra Austen was a humorous, aristocratic woman. Jane was the second daughter and seventh child in a family of eight: six boys and two girls. Her closest companion throughout her life was her elder sister, Cassandra. Their father was a scholar who encouraged the love of learning in his children .Jane lived in an open minded family

who supported her talent in writing, especially her father who gave her the permission to enter his library.

Jane wrote six famous novels; *Pride and prejudice* is among them. The first pieces of writing of Jane Austen did not give her fame because she used to publish without her name. Then, after the novel of *Sense and sensibility* (1811), *Pride and prejudice* (1813), *Mansfield Park* (1814), *Emma* (1814), *Persuasion* and *Northanger Abbey* (1817), she made a name for herself. Generally, the novels of Jane Austen are characterized by the criticism of landed gentry depending on comedian representations of the events; she adopted several styles like: romanticism, realism, neoclassicism, etc.

In Jane's life, there is a big contradiction. Although her novels are full of love and romance, she never got married. She established a romantic relation with an Irish judge, but marriage did not happen because of some financial difficulties. After that she had a romantic relationship with a priest but he died before the marriage. Then, she received another opportunity of marriage from the brother of her friend, but after one day she cancelled this relation and refused the marriage.

Jane's family sent her with her sister Cassandra to Oxford to receive education; after a short period, they went to south Hampton where they got sick by Typhus which was so hard on Jane. In 1785, they returned to study; howbeit, they stopped their study a year after and went back to their home because their family could not spend more money on their education.

After the death of Jane Austen (1817), her sister Cassandra burned some letters of Jane. It is said that she did that to hide the dark side of Jane's life; Cassandra really

hampered the world from a great literary legacy for the reason that her works are very important to the literature of the whole world. She has loyal followers who are still embracing her principles and ideas especially in America.

### **2.3. Pride and Prejudice Main Characters**

Pride and Prejudice is a novel written by the British novelist Jane Austin; it was published in 1813. It is a popular novel that adapts romantic comedian events. The novel tackles the English society in the early 19<sup>th</sup> century through the fictional events of Bennet's family; which consists of five different sisters, Jane Bennet, the eldest and beautiful sister; Elizabeth Bennet, the second sister, who is the protagonist and the most gentle and attractive one and Mary Bennet, the third sister and the modest one who is keen to get knowledge. Then, there is Catherine Bennet, the fourth sister; she is influenced by her sister Lydia. Lydia is the youngest sister; she is reckless for she escapes to marry with Mr. Wickham.

In addition to the Bennet's family, there is Mr. Bingley, the friend of Darcy; he is a gentle and rich man who marries Jane Bennet. Mr. Wickham, another character who changed the pursuit of events; he tried at the beginning to convince Elizabeth that Darcy is not a good man but later he escaped with Lydia for marriage.

There are also other characters in the novel like William Collins, the cousin of Mr. Bennet and his inheritor; he asked Elizabeth to marry him but she refused. At the end, he married Elizabeth's friend, Charlotte Lucas.

Besides, there is Miss Georgiana, the younger sister of Mr. Darcy; Miss Caroline Bingley, the sister of Charles Bingley who tried to attract the attention of Mr. Darcy; Mr.

Edward Gardiner, the brother of Mr. Bennet; Lady Catherine de Bourgh, the aunt of Mr. Darcy who is conceited and wealthy.

#### **2.4. The Main Themes of the Novel Pride and Prejudice:**

Pride and prejudice gives the reader several important themes that reflect the stereotype of English people in the early 19<sup>th</sup> century, so the reader whose remit is literature can easily get the manifestations of life in the English society depending on the themes mentioned: love, marriage, pride, prejudice and social classes.

##### **2.4.1. Love and Marriage:**

Jane Austen treats this theme in a romantic comic way; she mentions that the only concern of English families in the early 19<sup>th</sup> century was to get a wealthy husband to their daughters. This is clearly found in the beginning of the novel when Jane Austen expresses her famous irony that is the opening sentence of *Pride and Prejudice* “it is a truth universally acknowledged that a single man in a possession of a good fortune must be in want of a wife” (Austen, 1813: 1). Here, Jane Austen used a verbal to the unmarried persons attempt to marry from the upper class, while many people from the upper class consider the middle class people as inferiors and not valid for marriage.

These ideas were wide spread and create a conflict between the two classes; people from the middle class work hard to get their life partner from the upper class and usually they build their marital relation on money instead of love like the character of Charlotte Lucas (the friend of protagonist Elizabeth), who seems very pragmatic in the choice of marriage for she married Mr. Bennet’s lands. Charlotte Lucas represents the conviction of many people from her society because she married for a stable material life.

As it is known, love and marriage are inseparable parts in the discussion of marriage, but according to the novel it does not depend only on love but it depends much on money.

On the other hand, there are people in society who believe that pure love and loyalty make the core of a successful marriage. Austin appends: “do anything rather than marry without affection.” (Austen, 1813: Chapter 59); this means that love is the corner stone of marriage and there is no happiness or peace of mind in marriage without love. In the (2005) movie version of pride and prejudice, the protagonist Elizabeth states: “I am determined that the only deepest love will induce me into martyrdom”; even if this quotation does not exist in the novel, but surely the director of the movie wants to confirm to the viewer that Elizabeth Bennet believes in romantic love so much, and she has no desire to marry without love.

The novel presents three main love stories, through them the reader can understand easily the nature and the traditions of marriage in the English society in the early 19<sup>th</sup> century. First, the protagonists Mr. Darcy and Miss Elizabeth fell in love, but their love story witnessed a severe conflict because of the exaggerated pride of Mr. Darcy and the foolish prejudice of Miss Elizabeth.

The story of the protagonists started in the dance party when Mr. Darcy appeared very prideful and arrogant; Darcy hurts Miss Elizabeth with his behavior and makes her vengeful to him. Day after day Mr. Darcy falls in love with Elizabeth; then, he asks her to marry him. However, Elizabeth, refuses for she has self-esteem where she declared: “I could easily forgive his pride if he had not mortified me” (Austen, 1813: 156). At this juncture, Elizabeth was intolerant with the insult and contempt. Although she loves Mr. Darcy, she cannot forgive him for his arrogance.

The love story of Mr. Darcy and Miss Elizabeth witnessed many obstacles. Although they loved each other, they could not admit to each other. This denotes that the English woman in the early 19<sup>th</sup> century was so influenced by the idea of love and marriage than man. In fact, the road of marriage of Mr. Darcy and Miss Elizabeth faced many difficulties and hardships, especially the misunderstanding between them. They did not have the courage to remove the ambiguities on their provocative behaviors against each other. After that, the events turned 180 degree when Mr. Darcy wrote a letter to Miss Elizabeth clarifying many vague things. Elizabeth felt remorse because of her unjust prejudice against Mr. Darcy. At the end, they realized their mistakes and corrected them to end with marriage.

Another love story was illustrated between Mr. Bingley and Jane Bennet who got married at the end. The readers of pride and prejudice can notice that Jane approached Mr. Bingley and worked to strengthen the romantic relation between Mr. Bingley and her daughter Jane for a comfortable life because Jane was a good person and she was not greedy; their relationship develops at the end to become a pure love story. According

to the novel, Jane Bennet has innocent love with sincerity towards Mr. Bingley; she was liberated from the pragmatic social ideas of marriage unlike her greedy mother.

The novel also presents another important love story which represents the rebellion against the traditions of marriage; it is the story of Mr. Wickham and Lydia, the youngest girl of Bennet's family. She established a romantic relationship with Mr. Wickham they rebel against the social traditions and they escape for marriage. Lydia represents the rebellious and independent behavior against social traditions because she never felt ashamed or regret because of her scandal.

### **2.4.2. Pride and Prejudice**

There is another important theme that is treated in the novel of *Pride and prejudice*; it is pride that means the feeling of superiority, self-admiration and complacency. Pride is generated as a result of social privileges or an achievement, especially wealth. It is a positive feeling, but it becomes provocative and unacceptable if it is going too far as comes in the novel: “pride ...is a very common failing, I believe by all that I have ever read, I am convinced that is very common indeed” (Austen, 1813: 5).

Pride is really a common defect because jubilant people usually hurt the other people by their misbehaviors and transcendence. There is a big possibility that other people have a negative behavior that threatens the society and the persons because their behaviors perhaps cause a psychological harm to people. It is worth mentioning that pride and vanity are totally different; pride is a good behavior, but one must respect the others, while vanity means boastfulness and underestimating others. In other words, “vanity and pride are different things, though the words are often used synonymously a 1813:**Chapter10 : 2**) .This implies that Mr. Darcy is not a bad person like miss Elizabeth imagines him , but he has his own point of view. He thinks that humility is merely a deceitful behavior to attract other people and get their praise. Worthwhile to note, Mr. Darcy’s point of view must be respected by others, and Elizabeth has to verify and search for the truth before her misjudgments.

### **2.4.3. Social Classes**

Jane Austen tackled a sensitive and important theme in *Pride and prejudice* which is social classes that characterized the British society in the early 19th century. According to the novel, social classes simply refer to the discrimination between people depending

on their wealth. Generally speaking, societies are divided into three social classes: the upper class, middle class, and lower class.

In the novel *Pride and prejudice*, the author Jane Austen classifies people only to two classes:

- The upper class: represented in characters like Mr. Darcy, Mr. Bingley, Lady Catherine de Bourgh, etc.

- The middle class: represented by Bennet's family, Charlotte Lucas (Elizabeth's friend) and others.

The readers of *Pride and prejudice* notice and understand that social classes were widespread in the English society. For example, the novel addresses two protagonists who love each other, but the wide social differences discriminate between them and create problems that hinder their love.

Additionally, it is argued that the hard struggle of families to get a wealthy life partner to their daughters was due to the suffering from the looking down against them; they attempt to catch up the rich people and get rid from social inferiority. This fact is confirmed by the character Mr. Bennet when he informs his daughter Elizabeth that her mother would be angry if Elizabeth rejects Mr. Collins: "your mother will never see you again if you do not marry Mr. Collins" (Austen, 1813: 20).

The character of Mr. Collins also represents the manifestations of social classes since he considers marriage as a business; he was almost sure that Elizabeth would accept his marriage offer because, according to the novel, he thought that Elizabeth is admired by his social status. Unlike his pragmatic view, Elizabeth has a romantic and ideal view towards marriage; her conviction appears in the novel where she said: "do anything rather than marry without affection" (Austen, 1813: 59). This summarizes the perspective of the protagonist

Elizabeth in terms of marriage. Simply, Elizabeth represents people who believe only in love and have no faith in money and social status.

As opposed to Elizabeth, her friend Charlotte Lucas looks for the material life. Depending on the events of the novel, she takes the chance and spends a long time with Mr. Collins, until he asks her for marriage. Charlotte aims at improving her social status without any consideration to love as comes in the novel: "I am not romantic you know, I never was, I ask only a comfortable home and considering Mr. Collins character, connection and situation in life, I am convinced that my chance of happiness with his is as fair as most people can boast on entering the marriage state.'" (Austen, 1813: 22). This, in turn, shows that Charlotte Lucas is a victim of ruthless society that glorifies the social status and degrades those who have less money. Unfortunately, the unjust social traditions make many people stolid where their only concern is to get a respectful social status and dispose of the obsession of inferiority.

In brief, the events of the novel reflect the strong conflict between the middle class people who accuse the upper class that they do not value or dignify them and the upper class people who consider middle class people as an inferior class who wishes to be like them.

#### **2.4.4. Role of Woman**

At that time, women were suffering from the injustice and social inferiority, their job was confined to the searching of a rich husband because they had no right of legacy. Therefore, women tended to rely on some works to attract men, such as dancing, playing the piano and painting. According to the events of the novel, the role of women is simply limited to making a family. Sabrina Behrens (2020) confirms that the main role of woman was at

home; she had to marry for comfortable material life without any consideration to love, such as Charlotte Lucas who married Mr. Collins for his money. Sometimes, the woman was obliged to marry a relative to keep the inheritance.

Correspondingly, it seems that the role of woman is to fight for a rich husband because society deprived her even from the property of her parents when they die. Society also stripped woman from their feelings to make them live for money and family only. This implies that the movie of *Pride and Prejudice* (2005) kept the same topics of the novel.

## **2.5. Comparison between Novel and Movie**

It is true that the movie was in general loyal to the novel, but it is not empty from some unjustified differences. For example, Mr. Darcy seems more kind and passionate in the movie compared with the character of Mr. Darcy in the novel. The novel also portrays Elizabeth as a kind woman who loves to live unlike the movie where she is a nervous character who screams on her mother's face and her relation with her eldest sister Jane is marked by irritation and remoteness.

In addition, the movie shows Mr. Bennet as a man who is interested in his family unlike what is illustrated in the novel where Mr. Bennet is a silly and careless man. There are also several differences in filming the scenes; for instance, the novel displays that Mr. Darcy proposes to Elizabeth in the house of Mr. Collins, but in the movie he proposed to her outdoors. In this context, experts justify this kind of change as a way to beautify the scene and make it charming. Seth Graham Smith further affirms that when he interviewed: "what makes a good book and what makes a good movie are totally different things", the film achieved a great success with the testimony of all the critics.

## **2.6. Conclusion**

The aim of this chapter is to study the credibility of the movie compared to the novel. The conclusion that can be drawn is that after the comparison between the novel (1813) and the movie (2005), the researchers notice that the main events and topics remained the same in the movie with some slight changes on the characters and few adjustments to the filming the scenes. It means that besides the necessary modifications, the movie was faithful to the original novel. Logically, there are some things in the novel that the movie could not show to the viewers. At the same time, there are things in the movie that the book was incapable of illustrating. In sum, the movie was successful and reliable, except for the valid legitimate changes put by the director.

***Chapter Three***  
***Experiment and Results***

### **3.1. Introduction**

The major aim of this research is to experiment the benefits of teaching literature through cinematic aids. This chapter is a presentation, description and analysis of the data retrieved through the application of this research. In doing so, at first, the researchers discuss the research design. Second, the researchers seek to have tangible data that can serve the objectives of the current study. In order to accomplish that, the researchers used the following tools for collecting data: a questionnaire for EFL learners, a test for 31 second year students of English. The third part is devoted to the discussion and comparison of the results obtained from the research.

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

This research focuses on answering the research questions through proving or disproving the hypotheses mentioned earlier in this research. The research tools used for the collection of information are mainly a questionnaire and a pre-test and post-test both devoted for students. In addition, both qualitative and quantitative approaches are used for analyzing the collected data.

This research is an empirical enquiry as it intends to provide practical and genuine data. It is considered as the main method chosen and used for this work as it holds multiple sources. In fact, a case study is defined as a rigorous investigation about phenomena, persons, societies, event, etc. Generally speaking, a case study gathers data through questionnaires, observation or interviews in its simplest terms. Neale et al (2006:3) further append to what have been told that “case studies have to describe what happened, when, to whom, and with what consequences in each case”. It means that the

function is to make a clear description about the place, people, the study itself and what are the results that can be derived from it. In sum, a case study examines a hypothesis in a certain situation.

### **3.3. Population**

The population of the present study consists of EFL students from the faculty of letters and languages, department of foreign languages, English section at Laghouat University. Thus, EFL students are the participants that are taking part in this research and which are going to be described in what follows.

#### **3.3.1. Sampling**

Because it is unattainable to do research on the whole population, a stratified random sampling is chosen at this juncture in order to increase the efficiency of research (Shi, 2015). This goes along the lines that “Individuals are selected at random from the total population in such a way that all members of the community have an equal chance of selection, in order that the speakers investigated should be representative of the entire population” (Trudgill & Chambers, 1998, p. 47).

The sampling targeted in this study is second year License EFL students. The participants selected are representative of the whole population. It is worth mentioning that the researchers were not able to meet the informants due to the disease of Covid-

19. For this reason, social media was an apparatus for this enquiry as it eases contact. The researchers sent the questionnaire and the tests electronically; they also guided them to answer the questions about the English novel “Pride and Prejudice” which is part of their curriculum.

The sample under study consists of (31) students, stratified on the basis of their age and gender: thirteen (13) boys and eighteen (18) girls aged between nineteen (19) and twenty six (26) years old. It is critical at this point to expand the number of students in order to attain reliable data; however, the availability of students was not possible.

The researchers opt for second year students for two main reasons. First and foremost, they have dealt with novels analysis and they have been encountered to the novel in question, i.e. *Pride and Prejudice*. The reader may disparage the fact that students already know and understand the novel and its plot; however, students tackled the novel as a sample only where teachers of literature provided only a text from the whole novel. This implies that students know general information about the novel but not a detailed account of it. Second, Second year students “are supposed to have developed the necessary listening skill in order to be taught via films” (Rahmoun, 2013).

### **3.4. Data Collection Techniques**

Research methods are scientific and analytical instruments designed to help the researcher gather information on his / her area of interest, such as questionnaires, interviews, focus groups, or any instrument used by the researcher to gather information to assess a specific phenomenon. To illustrate, Takona (2002, p. 73) depicts that research instruments are “essential tools to measure such variables as opinion, attitudes, etc.” where questionnaires and interviews are recommended as effective tools in conducting research.

In this study, the researchers used a mixture of two research instruments: a questionnaire and a test (pre and post-test) for students. In fact, the present research exuberance requires the use of various tools. For examples, the researchers opted (before

the outbreak of Covid-19) for the use of a teachers' questionnaire, an interview with both teachers and students in addition to the use of technological aids such as data show and the amphitheatre to encompass a large number of students. However, it was a victim of exceptional circumstances such as time and confinement.

### **3.4.1. The Questionnaire**

In harmony with the research questions, a questionnaire is designed in this phase. The questionnaire is a research instrument that consists of a list of questions for the purpose of gathering information from respondents. It provides a relatively quick and efficient way of obtaining large amounts of information from a large sample of people.

The questionnaire is an important instrument that is used in this research work for its usefulness in gathering information that the researchers need. As a matter of fact, a good questionnaire should be valid, reliable, clear and interesting. In doing so, the first step of designing a good questionnaire is to construct a conceptual framework. That is the researchers need to be very clear about the research questions they intend to investigate. Accordingly, the questionnaire was formed with pertinence to literature in the same topic. The questions were chosen according to previous studies on the same topic (Baresay, 2006; Darington, 2008; Bo, 2008; Dean, 2009 and Rahmoun 2013) and then reformed to fit the aim of this research.

The questionnaire was done in Google forms to facilitate the distribution and collection of data. Also, as mentioned above, we could not meet the selected sample of students because of the covid-19. The questionnaire includes nine (09) questions. It consists of close-ended, open-ended and mixed questions in order to attain qualitative and quantitative data.

Close-ended question are question types that ask respondents to choose from a distinct set of pre-defined responses, such as “yes/no” or among set multiple choice questions; they help the researcher gather information and classify the answers into different categories because closed-ended questions come in a variety of forms. They are usually categorized based on the need to have specific options for the respondents; in addition to that, they facilitate the analyzing of the data collected throughout the questionnaire .On the other hand , open-ended questions are questions that cannot be answered by a simple ‘Yes’ or ‘No’, and require the sample of students to elaborate on their answers. Open-ended questions are typically used to ask comments, suggestions, or expressing ideas. They are textual responses and generally used for qualitative analysis.

In this research, it is important to give the learners the right and opportunity to express their opinions about the use of audiovisual tools in learning literature easily and with no constraints. In fact, the aim of the questionnaire was to investigate the effect of using the audiovisual tools in teaching literature in the performance of second year English students at Laghouat University. In sum, the researchers choose this instrument, the questionnaire, because it takes less time to gather and analyze data, and it is easy for the learners as they can answer with comfort which in turn increases the reliability of data.

### 3.4.2. The Test

Test is one of the most widely used tools to collect data .The main objective of test in research is to obtain relevant information in a most reliable and valid manner. As it is known, test is one of the main data collecting tools; it is a useful tool for educational researcher to make better decisions when judging, classifying, analyzing and providing data for experimental studies. Thus the aim of using this tool is to evaluate the degree of students' comprehension of the literary work,

In this research, the test examines the EFL students' comprehension and measure their abilities in learning literary texts; it also releases their difficulties in understanding. Test has various qualities that made the researcher to use it as a research instrument. First, the test is valid as it assesses students understanding of the novel. Second, it is reliable which implies that the results we get from the test can be considered steady. That is, if the test is performed again and again, the scores will be nearly the same. Third, the test is certainly objective as the researcher scoring is unbiased.

The test questions depend on a movie directed by Joe Wright; it is adapted from the novel of *Pride and Prejudice*, written by the English author "Jane Austen" (1813). The tests questions are simple comprehension questions about the novel "Pride and Prejudice". Two tests were conducted while accomplishing this research. A pre-test and a post-test ( see appendix B and C ); these tests are two comprehension tests sent to the sample population, precisely via Facebook. The questions were sent to the admin of the group of students; of course, all students involved are associated with Laghouat University. The two tests were distributed in two different phases. One was before watching the movie and one was after watching it. The first test consists of two (2) parts;

the first part involves multiple choice questions, while the second part includes direct questions.

The post-test consists of ten (10) simple questions; it was administered after the sample watched the movie which is adopted from the same novel they previously read. The questions in both tests pre and post tests are easy and simple comprehension questions related to the novel (1813) and the movie *Pride and Prejudice* (2005). The movie depicts the same moralities, fallacies and characters.

#### **3.4.2.1. More Elucidation**

As it is mentioned previously, the pre-test consists of two parts. In the first part students are asked to select the correct answer of (13) easy questions related to the characters of the novel and the most important events (see appendix (B), Part one). The second part consists of seven (7) simple questions which can be sketched as follows:

- **Question 1:** it is about the setting of the novel: place and time.
- **Question 2:** it is about the narrator of the story.
- **Question 3:** this one is about the symbols of the novel to foresee their understanding of the meanings and moralities beyond what is literary said.
- **Question 4 and 5:** These two questions are about the main characters of the novel; they are meant to help the students understand the characters of the novel.
- **Question 6:** this question is about their literary understanding.
- **Question 7:** is about the ending of the novel; the aim of this question is to compare between the two ends. Ending of movie and ending of novel.

The post-test consists of ten (10) questions (see appendix C); some of the questions are the same in both pre and post-test; the purpose is to compare between the learners answers.

- **Question 1:** it is the same question from the pre-test; it is an open-ended question that asks students where the movie took place?

- **Question 2 to 7:** are about the main events of the movie, symbols, themes, characters; these questions aim to evaluate their understanding and memorization of the different names of the characters and events.

- **Question 8 to 10:** the questions are about what strategy students prefer to use in their studies: reading or watching; the purpose of these questions is to know the students' comprehension of literary context.

### **3.5. Results and Interpretations**

The overall aim of this chapter is to examine the utility of cinematic aids in teaching literature. The current chapter provide an account of the main results obtained from the tools employed. It presents an intricate profile of the results from both the questionnaire and the tests. A qualitative and quantitative analysis is carried on the results acquired.

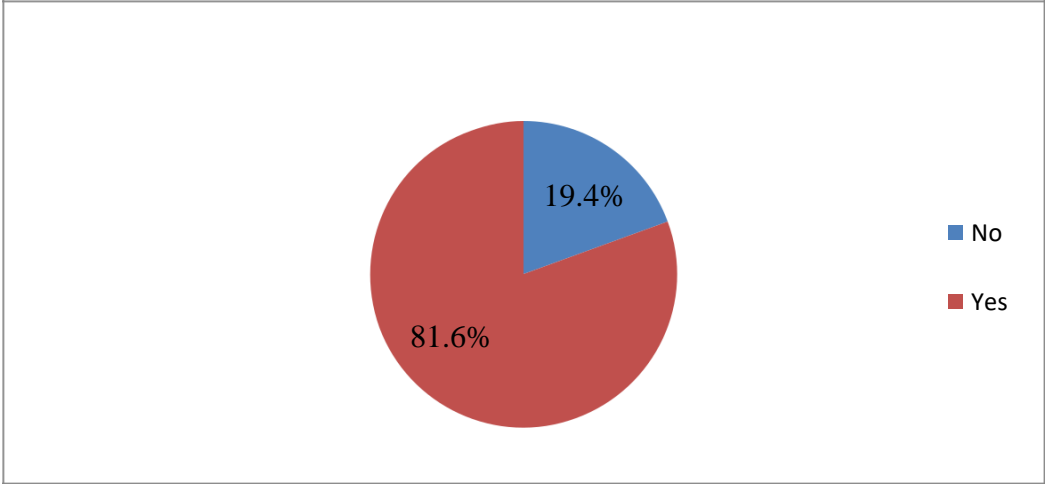
#### **3.5.1. Analysis and Results of the Questionnaire**

As it is mentioned before, the questionnaire was done in Google forms to facilitate the distribution and collection of data. In prompting words, the questionnaire consists of 09 questions addressed to second year LMD students at Laghouat University.

**Question 1**

Do you categorize literature among the modules you like to study??

Yes  No

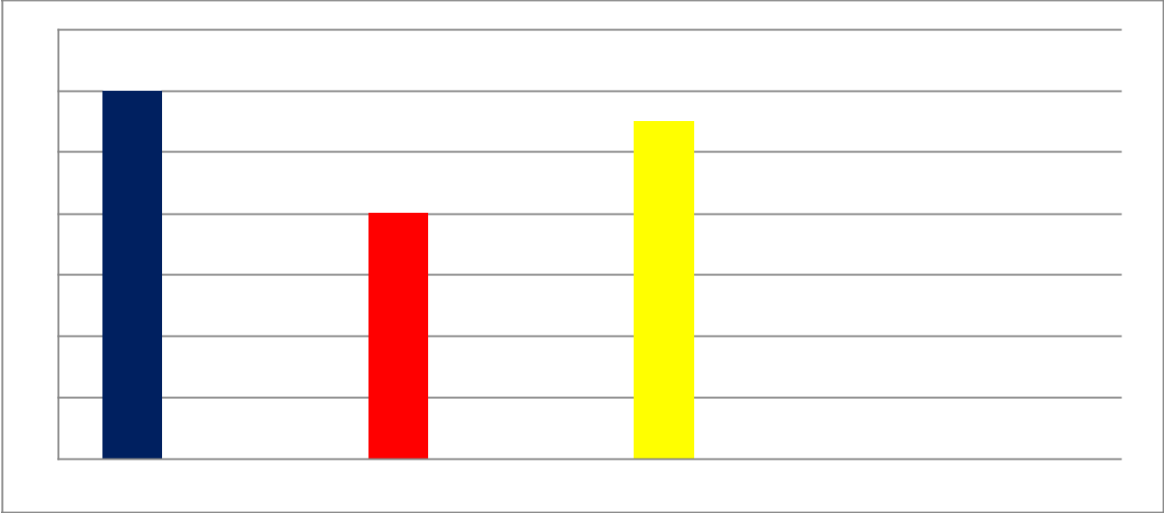


**Figure 3.1: Students’ Opinions towards Literature**

This question indicates that the majority of the students under investigation prefer literature as course to study. (25) Students answered “Yes” while (6) answered negatively by “No”.

**Question 2**

Do you think that the literature courses are: motivating, enjoyable or boring?

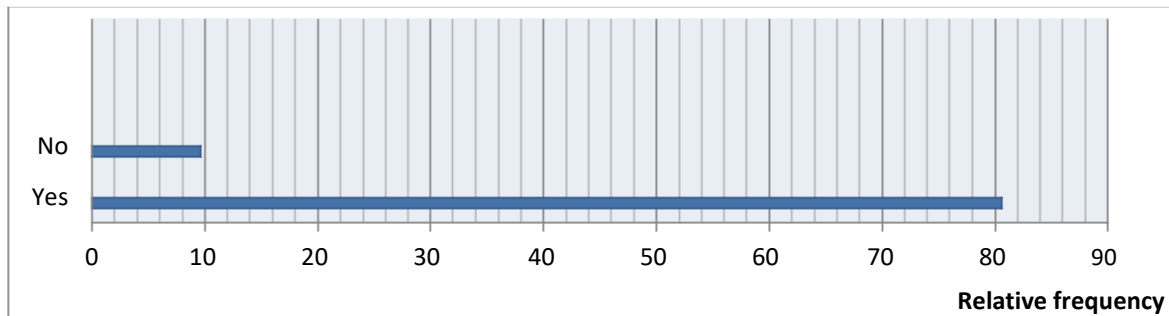


**Figure 3.2 Students’ Perspective towards Literature**

The purpose behind this question is to know how students consider literature courses. The investigation at this stage showed that (38.7%) out of (31) informants perceive literature courses as an enjoyable course, while (11) students consider the literature courses as boring. (25, 8%) of the total number of respondents regards literature courses as motivating courses.

### Question 3

Do you face any difficulties in studying literature? If yes mention some.



**Figure 3.3 students' Difficulties in studying literature**

<b>Students' Answer</b>	<b>Absolute Frequency</b>	<b>Relative Frequency</b>
The misuse of methods of teaching literature	<b>11</b>	<b>%35.4</b>
The absence of motivations to study literature	<b>09</b>	<b>29%</b>
Understanding & Memorizing	<b>08</b>	<b>25.8 %</b>
No difficulties	<b>03</b>	<b>9.6 %</b>

**Table 3.1 Students' Difficulties in Learning Literature**

This Question aims at knowing the most important difficulties that students face in understanding EFL literature; the difficulties of eleven (11) students 35.4 % that they face difficulties because of the teacher who does not use the required method that makes the

student understand literature. The difficulties of understanding literature are due to the fact that some teachers of literature neglect the lesson plan and they teach literature randomly; they do not pay attention to the methods which would create obstacles and it causes boring to the students. Some teachers do not rely on beneficial and fruitful methods that help the students to understand literature; they do not even give students a chance to participate and exchange ideas. Also, they do not work on motivating their students to learn as using the audio visual tools. According to the answers, nine (09) informants (29%) difficulties are because they find literature lectures boring. Large numbers of students claim that there is no benefit of studying literature as they do not use it in their daily life. For this reason, they do not find any stimulating factors that push them to learn literature. Eight (08) informants (25.8%) see that sometimes literature can be complicated when they have to deal with literary texts; some students said that literature needs interpretations since it is full of symbolism. At last, only three (03) informants (9.6%) had no difficulties in studying literature.

The answers of this question showed that the majority of students face difficulties in studying literature because of the invalid methods or the absence of motivations that is strength the desire if the students to study literature .some students find it difficult because of symbolism and interpretation.

#### Question 4

Do you prefer learning literature by: reading, seeing and/or hearing?

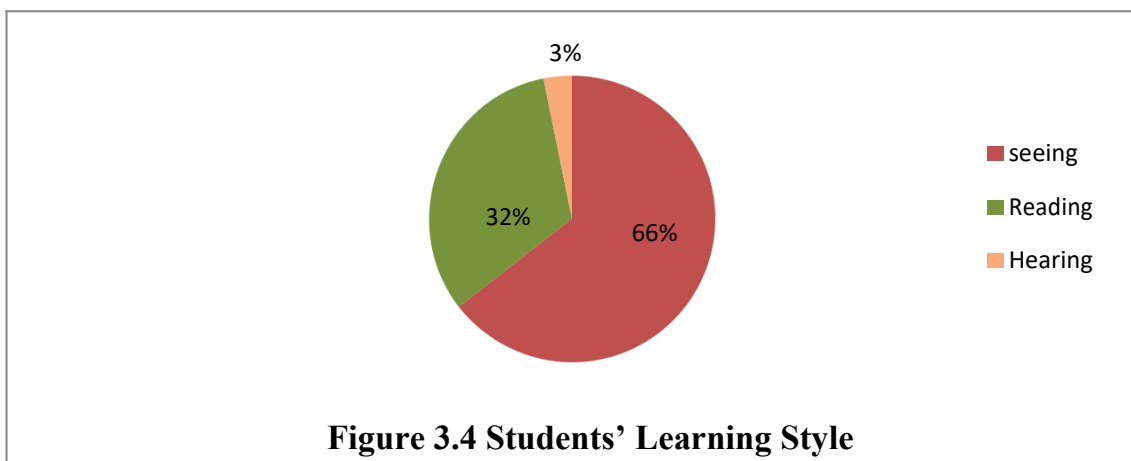
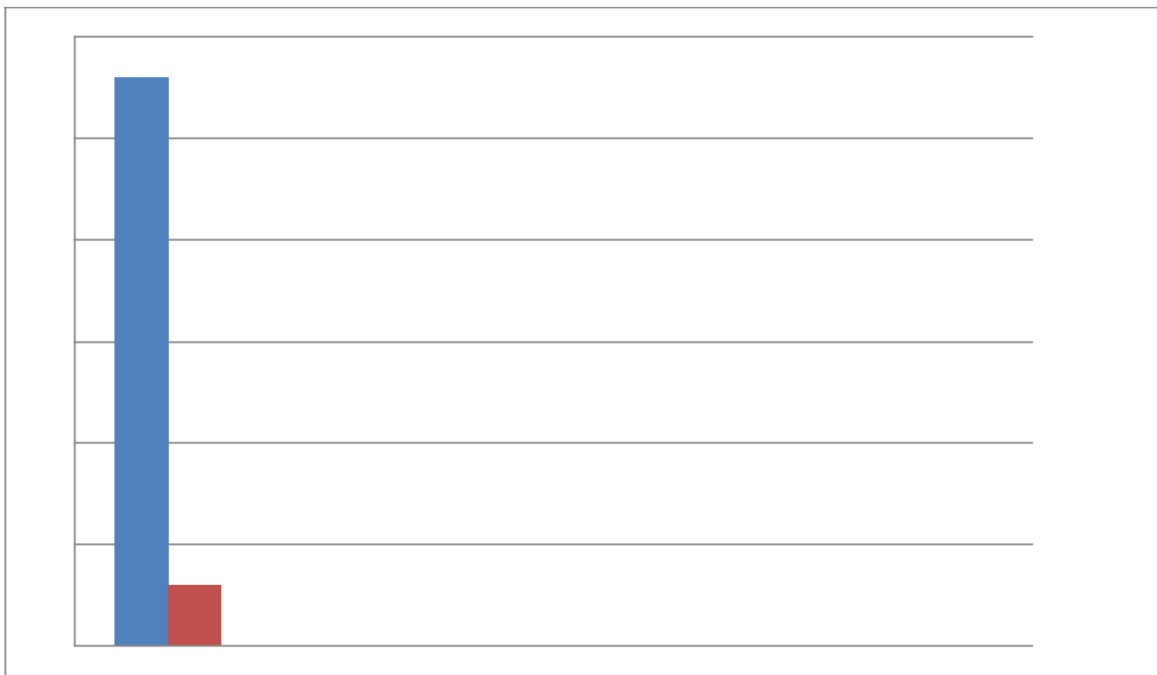


Figure 3.4 Students' Learning Style

The results show that most of the students prefer using cinematic aids to study literature since (21) students (65% and 3%) favor learning by and hearing and watching, while (32%) i.e. ten (10) students prefer learning by reading.

### Question 5

Have you watched a movie adopted from a novel that interested you to read the book?



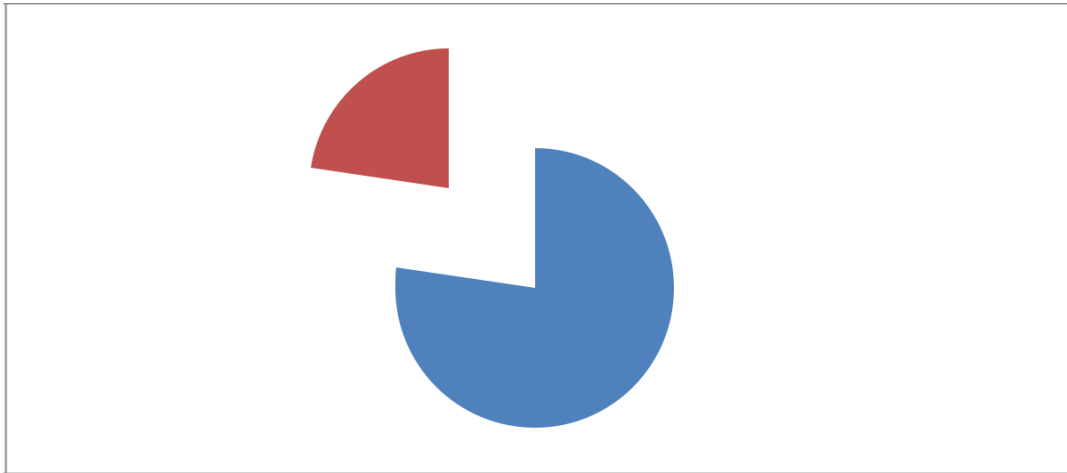
**Figure 3.5. Students Consciousness of the Importance of Audio-visual Aids**

At this stage, participants are asked to mention whether they have watched a movie that motivated them to read the original novel. The majority (28 students) answered positively, while the other answered that they have never done that.

### Question 6

Have you read a novel then after that watched it as a movie or series?

The purpose of this question is to know whether students were once motivated to watch a movie after reading its novel. 77 %of the students replied yes while 23 % answered negatively.



**Figure 3.6.: Students Opinion towards Audio-visual Method of Teaching Literature**

### Question 7

Do you prefer reading or watching? Why?

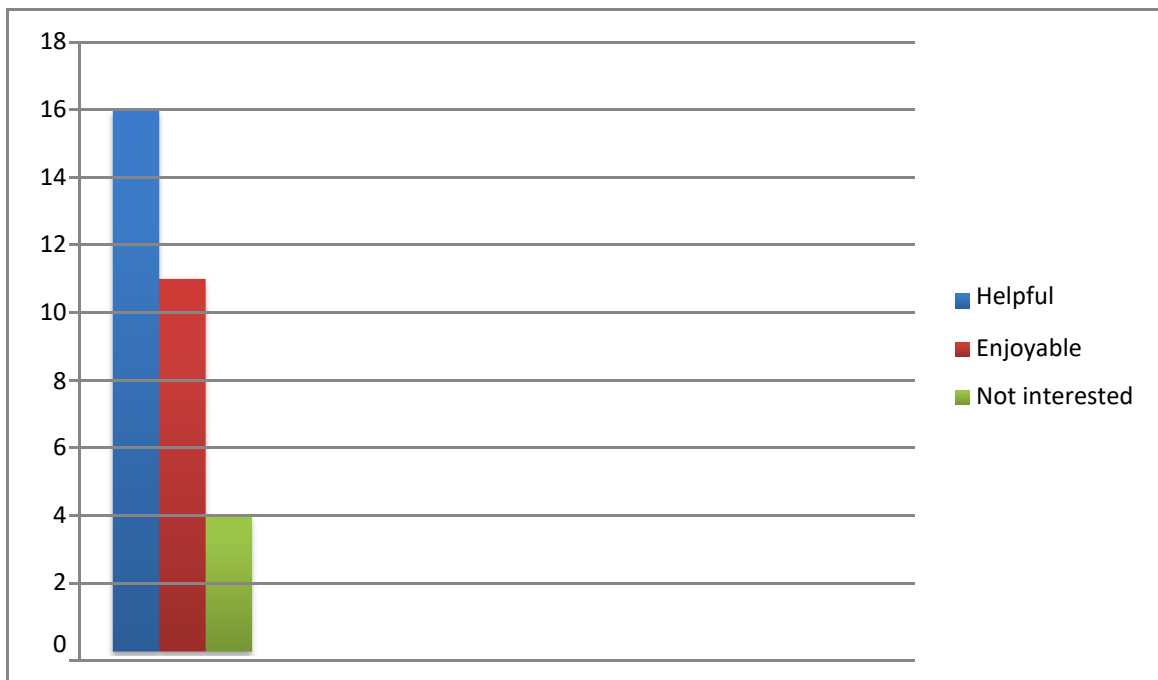
Students' choice	Absolute frequency	Relative frequency
The ones who prefer reading	11	35.5%
The ones whom prefer the visual version	20	64.5%

**Table 3.2. Comparison between the Two Methods of Reading and Watching**

This question reveals that the striking majority of students favor watching more than reading as they find reading boring and time-consuming compared to the movie. On the other hand, the rest 35.5 % prefer reading as it helps them build a better vocabulary. It also stimulates imagination and improves focus and concentration.

### Question 8

What is your opinion about teaching literature through cinematic aids: helpful, enjoyable and/or not interested?

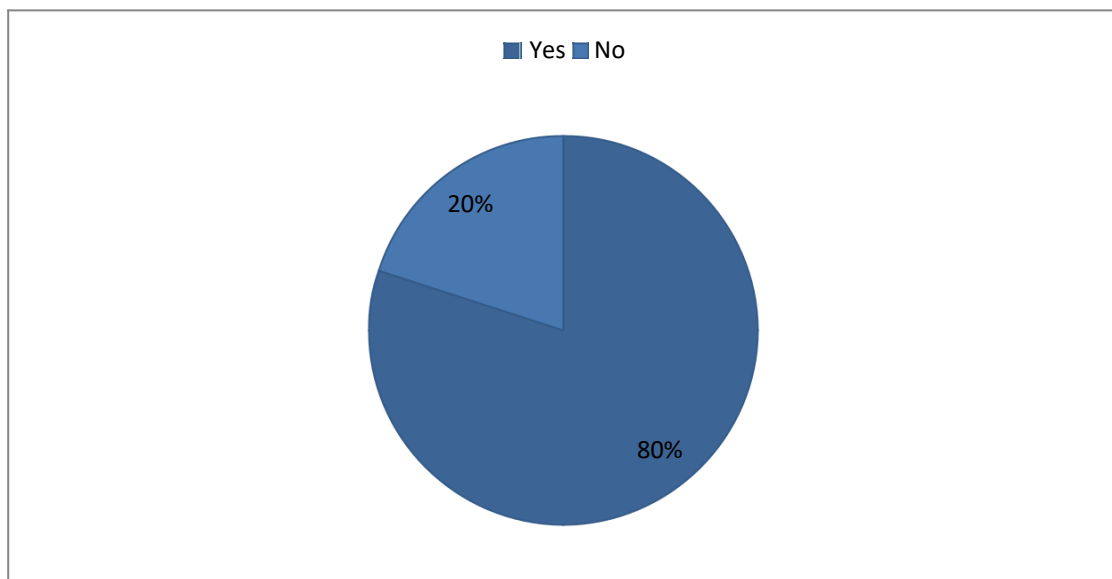


**Figure 3.7 Students' Impression in Learning Literature through Cinematic Aids**

This question aims at knowing the motives that push them to learn literature and their point of view about the use of cinematic aids in teaching literature. Sixteen Students (51.6%) affirmed that learning through cinema is very helpful; eleven students (35.5%) consider that it is more enjoyable. Four students (12.9 %) were not interested in that.

### Question 9

Does using visual tools as movies to facilitate your understanding of literature? How?



**Figure 3.8 Use of Cinematic Aids in Learning Literature**

The purpose of this question is to examine whether the use of audiovisual tools is useful for students' comprehension of literary works. Twenty five (25) students (80%) declared that they understand better when they go to YouTube to watch the novel that the teacher gave them. While Six (6) students (20%) show no interest in the use of audiovisual tools as a method to study literature.

### 3.5.2. Pre-test Results

The purpose of the tests is to evaluate students understanding of the novel "Pride and Prejudice" (1813) before and after watching the movie. Depending on students' pre-knowledge of the novel that they received previously with their teachers in class, they received the pre-test questions to answer (see appendix B). It should be noted that this novel was chosen as a subject of investigation due to the fact that it was already dealt with in classroom with teachers. Pre-test consequences are proven in the following table:

Students	Marks /20	Students	Marks/20
S1	05	S17	08
S2	03	S18	12.5
S3	12	S19	14
S4	7.5	S20	05
S5	02	S21	03
S6	10.5	S22	14
S7	05	S23	07
S8	08	S24	10
S9	13	S25	06
S10	9	S26	10.5
S11	04	S27	7.5
S12	08	S28	8.25
S13	08	S29	06
S14	09	S30	04
S15	12	S31	06
S16	11		

**Table3.3. Pre-test Students Result**

As a result, students' scores ranged from 02 to 14. This test confirmed that only few of the informants obtained a good mark; only ten (10) of thirty one (31) students managed to have the average.

### **3.5.3. The Gathered Data from the Pre-test Answers**

The first test aims at measuring students' general comprehension of the novel "Pride and Prejudice". As a reminder, the test consists of simple comprehension questions related to the novel. As a result, the test revealed that the informants did not achieve good and satisfactory marks except eight (08) students. The rest of them have low marks. Going further, the scores 10.5,11,12,13 and 14 are extremely far from the

average of the total mark. In sum, the thirty one (31) informants showed a low performance in this test. Their comprehension of the novel was weak. The post-test is the next step after these results to see if students would improve after watching the movie “Pride and Prejudice 2005”.

### 3.5.3.1. Post-test Results

After watching the movie “Pride and Prejudice 2005” which is a romantic drama film directed by Joe Wright, secondary year students are invited to participate in the test (see Appendix C). The results show a total change in students’ marks which range from 07 to 19. There is a noticeable development in the students level thanks to watching the movie ‘ ‘ Pride and Prejudice’’. The students’ marks are shown in the following table:

<b>Students</b>	<b>Marks /20</b>	<b>Students</b>	<b>Marks/20</b>
S1	11	S18	17
S2	08	S19	18
S3	16	S20	12
S4	12	S21	09
S5	07	S22	17.5
S6	15	S23	14
S7	12.5	S24	15
S8	16	S25	09
S9	19	S26	15
S10	13	S27	11
S11	10	S28	13.5
S12	14	S29	11.5
S13	16	S30	12
S14	15	S31	13
S15	17.5		
S16	14		
S17	15		

**Table 3.4 Post-test Results**

### 3.6. Comparison between the Two Tests

After getting the results of pre and post-tests, the researchers make a comparison between the results of the two tests to see the level of students' in understanding novels before and after using cinematic tools (movie) for the purpose of examining the usefulness and effectiveness of this method in teaching literature. This comparison aims to know the changes that have occurred in marks of thirty one (31) students who shared with us their experience in understanding the novel based on reading and watching.

<b>Students</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>students</b>	<b>Pre-test</b>	<b>Post-test</b>
S1	05	11	S17	08	15
S2	03	9.5	S18	12.5	17
S3	12	16	S19	14	18
S4	7.5	12	S20	05	12
S5	02	07	S21	03	09
S6	10.5	15	S22	14	17.5
S7	05	12.5	S23	07	14
S8	08	16	S24	10	15
S9	13	19	S25	06	09
S10	9	13	S26	10.5	15
S11	04	10	S27	7.5	11
S12	08	14	S28	8.25	13.5
S13	08	16	S29	06	11.5
S14	09	15	S30	04	12
S15	12	17.5	S31	06	13
S16	11	14			

**Table 3.5 Comparison between Pre and Post Tests**

The table above presents the difference between the two tests; it compared between the students' marks before and after watching the movie. Approximately, all levels of the students witnessed a very clear remarkable progress s, except for four students who took under the average marks but their results improved compared to the previous results. This indicates the usefulness and effectiveness of using movies as a tool to teach literature because cinematic aids make the learning process factual, alive and motivated. So these aids increase comprehension and facilitate learning.

### **3.7. Summary of the Main Results and Analysis**

It has been proven that students do not feel motivated to read literary texts due to lack of language proficiency and inadequate supply of teaching materials. Thus, there is a need to insert the use of visual aids in teaching literature in order to trigger students' motivation in reading literary texts. The purpose of this sample is to enable the students understand the story of the novel and to obtain a comprehension about the historical background of the era when the novel was written. In addition, the informants will have a clearer image about the characters, themes, events and the way that the director Joe described the social aspects during that time.

All in all, the current study reveals that students are intrinsically aware of the importance of cinematic aids in teaching literature. The researchers attempt in the first instance is to affirm the utility of such tools in teaching and provide a background for administrators to include special equipment and gadgets to the department of English.

The film selected for this sample is the adaptation of Jane Austen's novel *Pride and Prejudice* which was directed by Joe Wright in 2005. This experiment intends to escort

second year students of English towards a particular approach, that is, the cinema-based approach of teaching. According to the results obtained from the questionnaire and the tests, students demonstrate a tendency of approval towards such an approach as it does facilitate their understanding and substitute books.

The investigation explicitly reveals that students have many difficulties in comprehending literary works which in turn requires a facilitator that can help them heighten their understanding. For instance, the results of the students' answers to the questionnaire report that they have experienced the benefits of cinematic aids; they have felt more motivated and more confident to express their ideas about the use of these aids. Interestingly, the use of such aids generate students' creative thinking, help them memorize events, characters, and themes and help them memorize new vocabulary by hearing. In short, the learning process has become more meaningful and ambitious for them.



**Figure 3.9. The Movie Poster of Pride and Prejudice 2005**

### **3.8. Recommendations and Limitations**

The major focus of this study is actually to know how the use of cinematic tools enhances the teaching literature. Yet it is important to make an important recommendation which is the implementation of the cinematic tools in the teaching of literature. As it was shown, Cinematic aids are more attractive, enjoyable, helpful materials in teaching and learning literature. In addition to that they gain and hold students' interest by making the image clearer and thus increasing their understanding and retention.

It should be noted that researchers accomplished their tasks through social media which was a restriction as research would be even more realistic and authentic if done in class with the help of teachers. Besides, the number of students is not enough to conduct such a kind of research because this investigation requires a large sampling to make official generalizations. Moreover, teachers can have a major role in this experiment as their opinion about the learning and teaching process is crucial.

### **3.9. Conclusion**

With regard to the main goal of this study, this chapter is the practical part of this research. It is devoted to the analysis of the data gathered from the questionnaire and tests. It is worth noting that this chapter gives the required explanation of the type of our research, the method and the instruments. In addition, it sheds light on the tools that help the researchers gather data. Also, the researchers have provided a couple of recommendations with the interpretation of using cinematic aids in teaching literature. All the finding of the data collection support that cinematic aids facilitate understanding and learning literature as both teachers and learners can benefit from these tools.

# **General Conclusion**

## **General Conclusion**

All in all, searching for modern ways to teach literature becomes an urgent need; teaching literature should not depend heavily on pens and books. As a result, many methods emerged to fit the requirements of students and teachers. The most important of which is teaching literature through cinematic aids. This approach is welcomed and widely accepted among students and teachers because of its benefits as it leads to the answer of the problematic question which is as follows: yes, movies are an effective and useful way to teach literature. It also conforms the hypothesis which suggests that movies are an effective and promising method of teaching literature due to many positive features that characterizes movies as a tool of teaching literature. In short, movies preserve time and efforts for teachers and students to be exploited in other activities; movies clarify everything unlike reading that does not remove ambiguity on many things. Movies store the information in the students' memory. Also, students develop their speaking and listening skill. Besides arousing and motivating students, audiovisual aids turn students' attention to the novel itself. Moreover, movies develop the spirit of the joint work; that is, students learn to be cooperative among each other while enjoying the process of learning. Movies also embody the imagination and the emotions that make students feel the scene, and they help them engage in learning and express their opinions.

The analysis of the questionnaire answers shows that students prefer to learn literature through movies. From 31 students (sample population), 20 students answer that they prefer to watch movies to study literature. The answers of questionnaire prove that the majority of students prefer movies as a tool of learning literature. This also confirms the hypothesis which proposes that students preferred to study the novel in question (*Pride and Prejudice*) using the movie as they loved the experience of watching the novel on YouTube. This deduces that the experience would be even tremendous if it was at university in the amphitheatre with the students involved.

The issues of faithfulness and originality in the movies that are adapted from literary works provoke fierce debate among critics; some of whom consider it legitimate and some of them consider it a distortion of the original work. With regard to the film *Pride*

and *Pride and Prejudice* (2005), it is true that it changed a lot in the dialogue, but almost all critics have legalized amendments to the dialogue because it makes the film in line with modern society. However, concerning most of the necessary elements of the novel, the film was loyal to the novel. Thus, the researchers can generally consider *Pride and Prejudice* (2005) as loyal to the novel, and this answers the issue raised which assumes that the version of (2005) was not faithful to the novel of Jane Austen of *Pride and Prejudice* (1813).

In sum, the topic of using films to teach literature is a great and promising project that gave and is still giving impressive results that was widely accepted by students and teachers. Therefore, this method must be developed and renovated in order to mend its negatives as it will for sure create a successful educational revolution.

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# Appendices

**Appendix (A)**  
**Students' Questionnaire**

**Appendix (A)**

**Learners' Questionnaire**

*Dear student,*

This questionnaire is an attempt to gather all information needed for the accomplishment of our master thesis. We seek to shed light on the role of Cinematic aids in enhancing student's comprehension of literary texts. We would be very grateful if you help us filling in this questionnaire. Please tick the appropriate box.

1 / Do you categorize literature among the modules you like to study ?

- Yes
- No

2 / Do you think that the literature courses are:

Motivating       Enjoyable       Boring

3 / Do you have any difficulties in understanding literature?

- Yes
- No

\_ If yes, what are they?

.....  
.....  
.....  
.....

4 // Do you prefer learning literature by

Reading       Seeing       Hearing

5 / Have you watched a movie adopted from a novel that interested you to read the book?

Yes  No

6 / Have you read a novel than after that watched it as a movie or series?

Yes  No

7/ Do you prefer reading or watching? Why?

.....  
.....

8 / What is your opinion about teaching literature through cinematic aids?

Helpful  Enjoyable  Not interested

9 / Do you use the Visual tools as movies to facilitate your understanding of literature?

How .....  
.....

**Thank you for your collaboration**

# **Appendix (B)**

## **Pre-test**

## Appendix (B)

### Pre-test

You are invited to answer the following question according to your reading of the novel:

### “Pride and prejudice”

#### 1/Comprehension through reading the novel

Answer carefully and with complete faithfulness.

Age: .....

Gender:.....

➤ Select the correct answer :

1. Complete the quotation: “It is a truth universally acknowledged that a single man in possession of a good fortune, must be in want of a \_\_\_\_.”

- house
- wife
- dog

2. The Bennet family lives in the village of

- Longbourn
- Rosings
- London

3. Elizabeth’s best friend is named

- Mrs. Phillips
- Charlotte Lucas
- Miss Bingley

4. What reason does Wickham give Elizabeth for his dislike of Darcy?

- Darcy killed his cousin in a duel.
- Darcy wouldn’t let Wickham marry his sister.
- Darcy cheated him out of an inheritance.

5. To which Bennet daughter does Mr. Collins propose marriage?

- Elizabeth
- Jane
- Lydia

6. Whom does Mr. Collins marry?

- Jane
- Lydia
- Charlotte Lucas

7. Why does Miss Bingley dislike Elizabeth?

- She is jealous of Darcy's growing attraction to Elizabeth.
- Wickham has told Miss Bingley lies about Elizabeth's character.
- Darcy is constantly speaking ill of Elizabeth.

8. Where do the Bingleys and Darcy go for the winter?

- London
- They remain at Netherfield
- France

9. Lady Catherine de Bourgh is Darcy's



- Aunt
- Sister
- Mother

10. When Darcy proposes for the first time, Elizabeth




- Tells him that she is engaged to Wickham
- Asks him for more time
- Turns him down

11. Elizabeth's feelings toward Darcy begin to change when he




- Sends her a letter explaining his actions

-  Fights a duel with Wickham
-  Sends money to Jane




12. Who pays off Wickham, convincing him to marry Lydia?

-  Bingley
-  Darcy
-  Mr. Gardiner

13. What does Lady Catherine forbid Elizabeth to do?

-  Marry Bingley
-  Visit Rosings
-  Marry Darcy

14. The novel ends with

-  Darcy marrying Elizabeth, and Wickham marrying Jane
-  Bingley marrying Jane, and Elizabeth marrying Wickham
-  Bingley marrying Jane, and Darcy marrying Elizabeth

➤ Answer the following questions briefly :

1. Where is the story happening?

.....

2. Is the narrator of the story one of the characters?

.....

3. Pick out some symbols from the novel.

.....  
 .....  
 .....

4. Who is pride and who is prejudice ?

.....  
 .....  
 .....

5. Name the main characters of the novel

.....  
.....  
.....

6. Do you classify the novel pride and prejudice among feminist literature?

.....  
.....  
.....

7. Does the novel have a happy ending ?

.....  
.....  
.....

# **Appendix (C)**

## **Post-test**

## Appendix C

### Post-test

You are invited to answer the following questionnaire according to your understanding from the adapted movie “Pride and prejudice 2005”

After you watching the movie. Answer carefully the following questions .

Age : .....

Gender : .....

1. Where does the movie take a place?

.....  
.....  
.....

2. What are the most important themes of the movie ?

.....  
.....  
.....  
.....  
.....

3. Pick out some symbols of the movie

.....  
.....  
.....  
.....

4. Who is pride and who is prejudice ?

.....  
.....

5. Name the main characters of the movie. Did you find them as you imagined when you read the novel?

.....  
.....  
.....

6. Did Elizabeth agreed with escaping for marriage of her sister?

.....  
.....

7. Does the movie have a happy ending?

.....  
.....

8. Do you find the movie faithful to the novel?

.....  
.....

9. Do you prefer reading books or watching movies? why?

.....  
.....  
.....

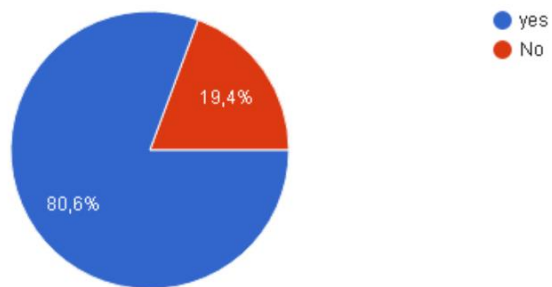
10. There are some differences between the novel and the movie, why did the director do that ?

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## Results Of Some Sample Population Answers Via Social Media

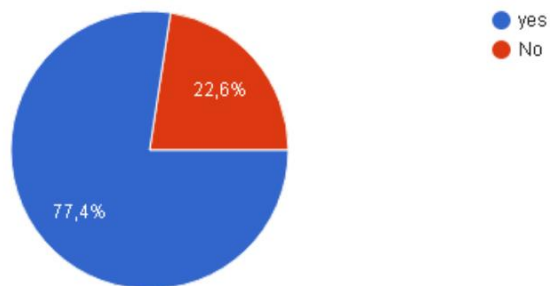
1/Do you categorize literature among the modules you like to study ?

31 réponses



Do you have any difficulties in understanding literature ?

31 réponses



It is hard to understand and memorizing

Literature needs reading behind lines .

There are many difficulties like its complicated language.

Sometimes we found complex words that make the literary texts hard to understand .

Its complicated for me sometimes

I hate it

No i don't hv

Undersrtanding

Reading and writing

I think that to understand literature you have to be a critical thinker not just a receiver of information.

I think literature is hard to understand.

Language is ambiguous

Memorizing

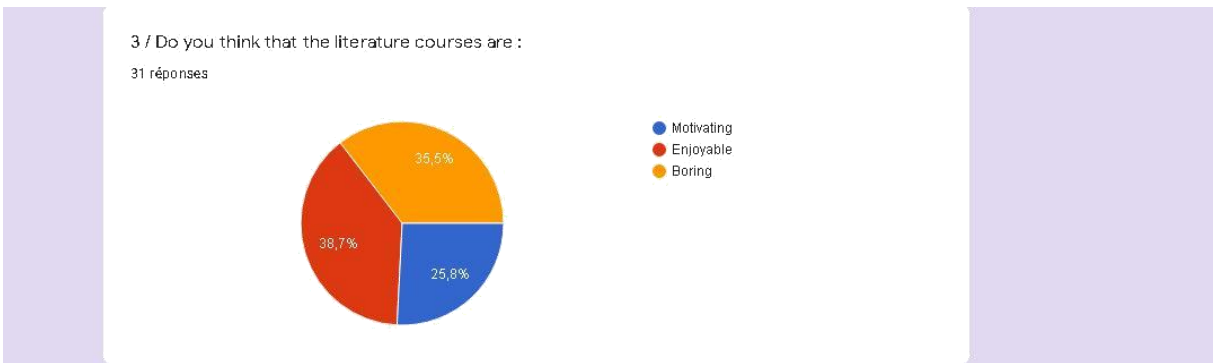
Some words are difficult and I don't find it funny

Sometimes it can be complicated

It's complicated for me

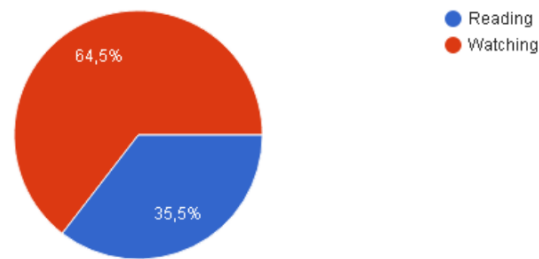
It is hard to understand and memorizing

Literature needs reading behind lines .



\_ Do you prefer reading or watching ? Why?

31 réponses



Because teaching literature through cinema is not credible like reading .

Watching takes less time than reading the whole work .

Because teaching literature through cinema is not credible like reading .

Because watching facilitates understanding literature and makes it more enjoyable and easier than reading.

Simply ,the information is stored in the memory through watching better than reading.

Enjoyable

I can understand the event well when i m seeing then

I got bored

It is easier to understand

## ملخص الدراسة

يعالج هذا البحث موضوع استعمال الأفلام بغية تدريس الادب ؛ حيث يستخدم رواية الكاتبة جاين أوستن " كبرياء وتحامل " (1813) و الفيلم المقتبس منها و الذي يحمل نفس اسمها في نسخة 2005 كدراسة حالة. الهدف من هذا البحث هو اختبار فعالية ونجاعة استعمال الأفلام كوسائل مساعدة على تدريس الأدب . وسائل البحث التي استعملت لجمع المعلومات المطلوبة هي الاستبيان و اختبار أولي و آخر نهائي والفئة المستهدفة كانت لطلبة السنة الثانية لغة انجليزية ، كلية الآداب واللغات الأجنبية جامعة عمار ثليجي بالأغواط . أثبتت النتائج وبشكل واضح ان استعمال الأفلام يساعد الطلبة على الفهم بشكل افضل على عكس المطالعة التي تجعلهم يشعرون بالملل و عدم التحفيز .

## الكلمات المفتاحية

التدريس . سينما . تعلم . الافلام . الادب . الطلبة . رواية