THE EFFECTS OF FILM ADAPTATIONS ON THE EGAGEMENT OF ENGLISH AS A FOREIGN LANGUAGE STUDENTS WITH ENGLISH LITERARY TEXTS: THE ATTITUDE OF TEACHERS AND STUDENTS

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Abstract

The Rapid global technological development has affected all facets of life; the educational arena is no exception. ICT, above all has undoubtedly paved its way into the field of teaching and learning of foreign language in general and literature in particular. In the Algerian context, learning English literature is bewildering to many English as Foreign Language students due to the various linguistic and cultural barriers it may include. Providing the fact that English literature has made significant comeback into Algerian classrooms, it becomes a necessity for the teachers to devise creative and innovative lessons in order to urge students' engagement in English literary texts by using new technologies and materials. Although, their impact on EFL classrooms has been widely acknowledged, less is known about students' and teachers' perceptions of the relation between film adaptations and students' interest towards English literary texts. For this purpose, this study isan initial attempt to probe into the students' and teachers' attitudes towards the effectiveness of using film adaptations as an educational tool in promoting third year students 'interest in English literary texts at the Department of English, University of Sétif 2. To this end, a mix-method approach is used with the help of two different research instruments, namely, a questionnaire which was handed to 80 third year students. In addition, a face to face interview which was conducted with four English teachers to complement students' testimony from the point of view of an educational professional with EFL teaching experience. The findings have revealed that the targeted learners and teachers hold positive attitudes towards the integration of film adaptations in learning and teaching English literary texts. This led to open the door to further research attempts and initiatives in the realm of literature teaching and learning.

Keywords: English Literary Texts, Film Adaptations, ICT, Literature, Technology.

1. Introduction

The learning of a foreign language is undoubtedly regarded as a cognitively challenging undertaking that a person may experience in their lifetime. In the Algerian context, most students have studied EFL for seven years prior to their enrolment into university. Even so, most of them suffer from a linguistic deficiency i.e. they are incompetent in using the language. In fact, one of the several and multifaceted reasons which enter into play to explain such a failure may be that too much attention has been devoted to the mastery of grammar and vocabulary only. That is, it isnot only the new lexicon and grammatical rules that make a learner alien to a language but rather the ability of learners to master the four skills Listening, Speaking, Reading, and Writing). On this, Mohan (1986) asserts that the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning.

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Nonetheless, reading is given little or no attention in the Algerian Universities despite its paramount importance which is accredited by different educationalists and researchers. Alderson defines Reading as "an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become, totally absorbed (2000, p.28)." In other words, reading literary texts, for example, can be regarded as a pleasant, fruitful adventure through which any serious and committed reader grasps rich and infinite knowledge. In similar vein, reading literary texts urges learners to develop a sharp awareness in relation to the social, political, or historical events which construct the background to a particular literary text (Lazar, 1993).That is, reading literary texts is regarded as a recommended tool which enables learners to achieve to some degree a proficiency in both language and life based on their prior sensitivity to the distinct elements from which a literary text is composed.

In general, EFL students undeniably consider reading FL literature challenging and intimidating which remains inaccessible for a myriad of reasons, remarkably, the learners' linguistic deficiency in understanding the literary texts, the difficult and complicated nature of the texts which can be full of unfamiliar and unusual words and most importantly the nature of materials used for introducing literary texts. In fact, reading in many of the Algerian EFL classes is regarded as dull, traditional and unstimulating since many students have been exposed to different media and technology resources, from audio to printed materials, thus they lack the motivation for learning in conventional way.

Recently, many language instructors, material designers, and scholars have been interested in investigating the usefulness of a variety of strategies and methods that can be effectively applied in the EFL reading classes to facilitate the students' learning of foreign literature and increase their interest in reading literary texts. Margan's (2009) asserts that the "days of teaching literature based on the literary text alone are coming to an end". Hence, the use of film adaptations is perceived as one of the important materials of such a type. A number of studies have revealed that films can become an integral part of the curriculum due to their major effect on the development of the basic language skills of Reading, Writing, Listening, and Speaking (Baratta & Jones, 2008; Ismaili, 2013; Rokni & Ataee, 2014; Yaseen & Shakir, 2015). This is based on the fact that films provide exposures to real language used in authentic settings and the culture in which the FL is spoken. They also have found that films catch the learners' interest and it can positively affect their motivation to learn (Kusumarasdyati, 2004; Luo, 2004). In fact, using English talking films, particularly the films adapted from novels, in the English language classroom is one of the methods that can have a positive impact on students' learning experience as for such films are usually regarded as media that draw students' attention and present language in a more natural way plus that they enclose audio and visual components that may lead to motivation. Even more important is the fact that films present visual context aids which help students understand and improve their reading skills. In reality, film viewing has been hailed an effective activity on the grounds that literature-based movies can make corresponding literary works easier to read (Rushing, 1996), offering insights into the literary texts that might be denied to the readers(Hill, 1986) and, in turn, improving students' motivation (Carter & Long, 1991). Despite all the above mentioned, very little works examined the perceptions of EFL teachers and students towards the integration of movies adaptations in their classrooms as a tool to improve students' reading. It should also be noted that there are no studies conducted in the cultural context of Algeria. Therefore, the current study aims at investigating the perceptions of Algerian EFL teachers and students towards integration of such materials into their classrooms as a pedagogical tool to improve students' reading interests and engagement.

2. Literature Review

Albeit there are many studies conducted regarding using the movie in ELT classes or reading literary texts, very few studies were conducted on examining students' perceptions of the use of films adaptation for raising students' reading interest.

Numerous sources have explained motivation in different ways; it can be defined as the underlying behaviour which is characterised by willingness and choice (Guayet al., 2010). It is also explained as the attribute that moves people to do or to not do something (Gredler et al., 2004). While several models have been developed to describe motivation and its components, motivation is often classified as intrinsic and extrinsic. The former is what is animated by personal enjoyment, interest, or pleasure, engaging in an activity because it is enjoyable and satisfying to do. The latter, however, is managed by reinforcement contingencies to achieve some instrumental result, such as earning a reward or avoiding a punishment. According to educators intrinsic motivation is more desirable and results in better learning outcomes than extrinsic motivation does (Deci et al., 1999). In other words, intrinsic motivation urges people to do things because they find them enjoyable, interesting, and exciting. In contrast, extrinsic motivation comes from external sources such as being compensated or avoiding a punishment.

As a term, Reading, refers to the process of learning information from a written or printed text, and relating it to what one already knows to construct a meaning from the text as a whole (Eskey, 2002). Following similar line of thought, Baudoin et al. (1994) try to proffer a more comprehensive description of reading as they assert that reading is a complex activity that involves both word recognition, the process of perceiving how written symbols correspond tone's spoken language; and comprehension, the process of making sense of words, sentences and connected paragraphs (Baudoin et al., 1994).

Actually, it is deemed that reading is vital for the mastery of a FL to the extent that some educators relate the ability to read as prerequisite for autonomous learning (Celce-Murcia et al., 1995). Undeniably, literary texts are used as a vehicle to illustrate language use, and introduce the cultural background of the studied text. To put it differently,

Students can gain aa treasure of authentic context to learn the language thanks to the cultural aspects of literary texts, which allow readers to travel from the lines in the paper their own minds fetching for meanings and explanations to the read ideas, leading to critical thinking. Furthermore, literature, in Longman Dictionary of Contemporary English, which refers to books, plays, poems and so on that people think are important and good (2003), is considered rich and enjoyable input that could well stimulate students to develop their life long reading habit. In similar vein, Langer (1997, p.607) points out that reading literature can open "horizons of possibility, allowing students to question, interpret, connect, and explore".

It may seem true that the components of motivation overlap with those of literature reading since literature offers a bountiful and varied contribution. However, FL instruction bears more complicated relationship to literature than that of second or first language instruction, where countless immediate instructional obstacles get in the way. Arguments against the use of literature in EFL classrooms hold that intrinsic hindrances lie ahead for alone EFL students to read literary works, such as linguistic intricacies of the target language, especially lexical and semantic barriers, unfamiliarity with or remoteness of the cultural background (Taglieber et al., 1988; Lazar, 1993), lack of an overview of Western literature, failure to comprehend overall meaning and an insensitivity to literary works (Hsieh, 2003). Another objection to using literature is that learners' low level of English competence might fail them to generate valid interpretations of a complex text particularly which involve the use of some rhetorical and literary devices, such as complex metaphors, which students might

find difficult to unravel. There also maybe a case where the learners, who do not read literature in their own language, or whose language has a literature very distinct from literature in English, remain mystified by the formal properties of the literary texts. Without any interpretations of the texts' meanings, learners become demotivated and frustrated in dealing with such texts (Lazar, 1994).

Accordingly, to overcome such issue which has gripped the attention of both fledgling and experienced researchers, instructors and educationists, there has been an urgent call for introducing novel, original and up todate materials (film adaptations in this research) that keep pace with the fulgurous development of technology. Obviously, several publications have appeared in recent years documenting the merits of the film in general and film adaptation in particular at all levels. Herron and Hanley (1992) believe that using such materials in the EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skills activities in the classroom. Moreover, scholars have defined visualization as the ability to build mental pictures or images while reading. It is evident that students' own visualisations, when reading the script, would greatly depend upon their prior knowledge and engagement with the topic (Keene & Zimmerman, 1997). This provides firm grounds for the idea that English teachers should be more creative, motivating, and backup their courses by the use of movies in their classes. Furthermore, it is argued that helping students gain visualisation skills is an important way to foster greater comprehension when reading. This is supported by Keene & Simmerman (1997) who opine that this approach allows students to become more engaged in their reading and use their images to draw conclusions, create interpretations of the text, and recall details and elements from the text. In this frame of mind, it is proven by Luo's (2004) study which examined the influence of DVD films on students' reading comprehension. Nine films were incorporated into the class curriculum and used during the whole school year. The DVDs were the main materials of the course, supported by the additional, specially designed activities. Instructional activities included story-telling, picture description and open-ended questions for group discussion on topics retrieved from the films. The researcher incorporated caption- on and caption-off activities in order to practice student's reading skill. The final results of the statistical analyses indicated that student's reading skill "did improve" through the instruction of using DVD films in a motivating learning environment with "lower level of anxiety" after a whole school year. By the same token, Hibbing and Rankin-Erickson (2003) point out that Movies offer a wonderful opportunity for students to gain background understanding to combine with their own understanding about a story or concept. Hence, they suggest using a Watch-Read-Watch-Read (W-R-W-R) method in which students will build some background to the text, make predictions, watch part of the movie, then read more of the text, confirm understandings, make more predictions, then watch more of the movie, and continue reading the text.

As a final point, Gambrell and Jawits (1993) put forward the idea that when reading a text, movie features can help students connect to new information they may not have had a background in and adapt their new thoughts, images, and feelings to the text at hand.

All things considered, most of the research in this field has been conducted in Western countries where English is a first language, whereas only a few researches have been conducted in countries where English is a second or foreign language. Consequently, more studies are needed to enrich this less explored area of investigation, particularly in the Algerian context. To this end, a methodological part is to be introducing subsequently in order to examine the suggested research hypothesis.

3. Methodology

This research revolves around the basic assumption that the Algerian university learners of English and their teachers hold positive attitudes towards using film adaptation in promoting their reading motivation (Rahmoun, 2018). To test the validity of this assumption, a mix-method approach has been conducted, in which both quantitative and qualitative data are simultaneously collected through the inevitable reliance on a questionnaire and a face-to-face interview.

The questionnaire is used as the search instrument in order to collect quantitative data from students to check the hypotheses. In fact, the questionnaire is a widely used as are search tool that provides a relatively quick and efficient way of obtaining a large amount of information from a large sample of students contrasting other research tools. Besides, a questionnaire has its main function as measurement tool (Oppenheim, 1992).The questionnaire was administered to a sample of 80 third year students randomly selected from the parent population at Sétif-2 University. It is made up of twelve closed, open-ended, and open questions. It was handed in the classroom and the answers were picked up by the researcher on the spot. The reason laid behind the choice of this particular sample is that Third year students are expected to be more acquainted and knowledgeable about such matters.

The interview is another research tool that was needed in this this study. It was carried out to investigate whether the teachers hold positive attitudes towards using film adaptations in promoting learners' reading interest. That is, whether they think that the use of such material is a good pedagogical strategy to attain the aforementioned aim.

The interview was conducted with four teachers of English in the language laboratory at the University of Sétif 2.It consists of 18 open questions, and teachers were asked to give explanations and clarifications. For the interview, each teacher took about 20 minutes. During the interview, both the interviewer and the respondents had the opportunity to ask for further information or clarification in order to ensure a full understanding and clear description. The interviews were taped recorded and then transcribed.

4. Results

A. *Results of Teachers Interview*

As it mentioned formerly, one of the research tool is the teachers' interview which is used to elicit qualitative data about the subject matter. The interview's questions disjointedly yielded what follows:

Q.1: Teachers' profile which seeks information about teachers' qualification and English teaching experience; as a result two teachers hold a magister degree in sociolinguistics and literature. They teach literature at the university since 2015. The third informant holds a magister degree in British and American civilization. He started teaching at university since 2008. As for the fourth interviewee, he is assistant lecturer holding a PhD degree in sociolinguistics and he has been teaching research methodology since 2004. Beside the aforesaid information, three of the informants interviewed are undertaking a doctoral research.

Qs 2 and 3: Literature teaching objectives and the literary elements taught in literature course. Q.2 which is intended to identify the general objectives behind the teaching of literature, the four informants provided somewhat same answers. They respectively mentioned that the main objective is to improve the students' English language use and

usage and to gain a literary and cultural background and knowledge of the foreign different authors and literary streams, in addition to make them like reading literature.Q.3 aims at getting into the main elements highlighted by teachers while teaching literature, the four teachers asserted that the focus is on the content and the form of a given literary work i.e. the themes and the ideas the author conveys in addition to the stylistic aspect of the text; also on the understanding of the overall story embedded in a novel, play or short story including the understanding of the plot and students empathy toward the characters; and finally on the beauty of a language i.e. figures of speech and the writer's style. Q.4: Students' attitude towards literature and literary texts and the reasons underlying such attitudes. All the four respondents agree on the fact that literature and literary texts are still at the centre of interest of some students while (56 %) of them hold negative attitudes towards them due to various reasons such as facing some difficulties in dealing with the complexity of the literary text particularly at a language level, being not prone to read literary texts or simply because liking literature or disliking it is just a matter of taste. Q.5: Students' difficulties in reading literature. The core aim of this question is to unveil the difficulties students encounter while reading literary texts. 100% of the respondents (N=04) affirmed that the main difficulty is in terms of understanding the language used in such literary genre due to the complex and unfamiliar language or the lack of cultural knowledge. Another difficulty that obstructs students learning is being not bookish. Q.6: application of film adaptations in literature classroom. At this stage of investigation, the interviewer inquiries about the teachers' use of film adaptations in their courses. Consequently, the application of such material varied from one respondent to another. It is rarely used as thecae of the first two teachers. As for the other two teachers, it is reported that they used them once. This mainly due to, according to them, they mentioned the time constraint as one of this reasons. In addition, to the shortage in materials or the logistic requirements and the appropriate environment that facilitate their use or simply because it is not set in the overall syllabus.

Qs.7, 8 & 9: Film adaptation suitability in literature classroom and merits of such material. The focal point addressed by Q.7 is the teachers' perspective regarding the suitability of film adaptations for students. In fact, the four teachers came to a consensus by answering positively this question explaining that films are useful in linking the traits of the characters with their body and behaviour in the movie; they stimulate students to the course and to reading as to keep pace with technology and respect this digital generation which prefer the screen rather than the book. Furthermore, when asked about students' reaction to the film projection, the four of them share a very positive students' reaction to the use of film adaptation. The informants asserted that their students were extremely satisfied, excited and motivated. On Q.8, all of the respondents reaffirmed the fact that students nature of being not enough bookish is a reason behind their lack of interest and motivation. They asserted that films adaptation is indeed a solution to overcome such a problem. They endorsed their answers by stressing the fact that such materials urge the students to read the original version in order to find out the differences between the two versions and motivate them to attend the lectures. In Q.9, the 04 respondents regard the merits of film adaptations. They responded positively by agreeing on the fact that film adaptations can help students in overcoming a number of problems such as in creating suitable learning context on the ground that they can break the routine and boredom of the old-fashioned and traditional way of teaching literature and introducing literary texts ushering students to a more relaxing andenjoyablesettinginadditiontocaptivatingtheirinterest.Moreover, they are useful in overcoming students' difficulties in the understanding of the literary texts as everything in the book is portrayed clearly and concretely by the film. Furthermore, it is mentioned that

films can support students' recall of the content thanks to the visual scenes; they provide a support for the students' own understanding of the story by opening doors to other ways on understanding and provide them with the necessary knowledge about the era where in the target work emerged. Qs 10 to 12: Teachers' method of using of film adaptations. Q.10 aims at probing into the appropriate phase to project the film which elicits interesting and divergent answers. Three respondents said they prefer using films after explaining and discussing the book for a number of reasons notably, this result in a better understanding in terms of details, to avoid students' reliance on the film adaptations at the expense of the book itself. As for the fourth teacher, he said he preferred using it before discussing literary text. Yet, some information about the era, the context and the writer before watching the movie must be introduced. On Q.11, three out of four informants asserted that it is better to use them during the scheduled session and not in extra sessions. On Q.12, teachers are inquired about the best use of the works of literature adapted to films either to use them integrally or segmentally. Three teachers favour the use of the integral film for an entire understanding rather than using solely chosen passages. This is not the case with teacher one who views using a chosen passage(s) as a better way to deal with the time constraint and to go straightforward to the passages or scenes that are interesting and useful for the analysis instead of wasting time with useless details that are often included in film adaptations. Following the same line of questioning, question 13 aims at obtaining teachers' criteria in selecting the film adaptation. All respondents come into agreement that the key criteria are as follows: the usefulness of the passages to the analysis of the literary work, the faithfulness of the adaptation and respecting the novel to be introduced in the syllabus.Q.14:Teachers'perspectiveregardingthedisadvantages of film adaptation. According to the respondents, the use of such a means may be at the expense of reading the original version of the literacy work as this may lead to a reliance of students on the film merely. Furthermore, three of them agreed with the fact that film adaptation may bias students' understanding of the story; whereas one teacher asserted that the benefits of films such as representing the characters and settings visually get the upper hand on the issue of the bias. Moreover, he believes that literary text is open to different interpretation and film adaptation is one of them, therefore the differences between the two versions is not problematic. Q.15: Teachers' attitudes towards using Film adaptation relevance to the literary text reading motivation. In this respect, the four informants responded positively that film adaptations are an interesting tool that may overcome the students' lack of interest in reading, can motivate them to read more by offering an enjoyable and attracting setting for reading and complement their understanding of a given literary text. However, they stated the overriding importance to read the book and to see its filmed version.

Q.16: Without dissent, all teachers responded positively to this question. They added that students' appreciation of literary text can be improved due to the qualities of films being source of motivation and interest. In Q.17, there was an agreement on the behalf of all teachers vis-à-vis the introduction of film adaptation in literature syllabus. On Q.18, the four teachers were requested to add their own comments, remarks and suggestions regarding the topic of the present research, they restated their belief that film adaptations are very utile and beneficial for a better understanding and appreciation of literary works and for promoting students reading interest as well. In accordance with a variety of suggestions notably, they insisted on using faithful adaptations, respect the native culture by omitting the inappropriate and useless scenes that may cause cultural choc, take into account learners' differences in selection of films, and make studentsawareofthefactfilmadaptationsaremerelyeducationalaidstofacilitateandencourage the learning process.

B. Results of Students Questionnaire

The following are the findings obtained from probing into the students' questionnaire. The questions disjointedly ensued in what follows: Q.1 to Q.3: Student's motivation and attitudes. The first question revolves around the students' motivation towards learning English which revealed that (44%) students learn English for academic purposes; whereas (37 %) respondents asserted that they chose learning English because they like this language. Besides, the minority choice is held by five (19%) students who fancy communicating with this language, in addition to learning English to become a teacher. Q. 2 aims at eliciting students' attitudes towards using technology in English classes, (96 %) of students considered the use of technology in classes as a useful tool that helps them improve their level of English. Q.3, probes into students' attitudes towards literature and literary texts. (63%) of the informants said they dislike literature, the remaining choices were shared out by thirty (30) students standing for a mitigated minority, (09 or 11 %) abstained; while (21 or 26%) said they like literature. As for the second part of this question, which probe into justifying their choices, the informants declared various reasons saying that they are not prone to read, they lack the necessary linguistic and cultural aspects to understand literature, and find literature lectures not interesting because of the way it is taught and how literary texts are introduced. Q.**4** aims at gauging into students' attitudes towards literature course in general and the reading course in particular. At this stage of the investigation, as it is shown in table 1, (56%) of the informants considered literature and reading course as boring and old fashioned. Conversely, (30%) respondents said they consider the literature class as interesting. The remaining (12 or (15%) students look at literature course as an enjoyable.

Table 1.
Students' Attitudes towards Literature and the Reading Course

Options	Frequency	Percentage
Boring and old fashioned	45	56%
Interesting	23	30%
enjoyable	12	15 %

In Q.5, the focal aim is to query about the students' main difficulties in learning literature and while dealing with literary texts. (81%) of the informants admitted that their main problem is in comprehending the language used in literary texts. (13 %) respondents said they had difficulties in understanding the global story of the work as a choice and only (6 %) said they faced difficulties in imagining the events of the story. The main purpose of Q.6 is to elicit information about the extent to which the informants are prone to read books especially literary works. (61 %) asserted that they read no books; against (17 %) respondents claimed that they read one book per month. In addition, only (2 %) respondents said that they usually read two books a month. To explain such a refraining from reading, various reasons were provided. The answers that were given by their majority (77 students)are the lack of interest and time for reading, difficulties in understanding and hating the reading process. In Q.7, students' were asked about their learning styles.(95 %) of the respondents turned out to be audio-visual learners affirmed that they prefer learning by both seeing and hearing. In Q.8, informants were asked to mention whether they have already experienced a projection of a film adaptation during

their studies. As illustrated in table 2 (15 %) of the informants said they attended such projection once, except 13 % of the respondents (said they had such an experience twice. As for the (50 or 63 %) remaining informants, they said that never watched a film adaptation of the literary course they usually attend.

Table 2.
Students' Familiarity with Film Adaptation

Options	Frequency	Percentage
Once	20	15 %
Twice	10	13%
Never	50	63 %

Qs 9 to 11: The advantages of film adaptation in literature course. Q.9 tried to probe into learners' attitudes towards studying literature with film adaptations. 100% of the respondents positively replied on this question. Q.10 aims at probing into learners' attitudes towards using film adaptations as a motivator to read literary texts and know more about the English literature and culture. As depicted in table 3, (94 %) of the respondents said they consider film adaptations as motivating tools to promote their reading interests and to grasp more knowledge about the literature and culture. They justified their choice saying that such materials make them curious to know the events which are not shown in the movie and push them to look for the hard copy of the work. (6 %) consider such films as not much motivating.

Table 3.
Students' Attitudes Using Film Adaptations as a Motivator to Read Literary Texts

Options	Frequency	Percentage
Motivating	75	94 %
Not motivating	5	6 %

On Q.11, (98 %) of the respondents answered positively stating that film adaptations facilitate their understanding of literary texts. The reasons are epitomized by the fact that the characters' actions, images of the setting and spoken dialogues provide them with contexts to understand the plot events and things that they do not understand from the written words. On Q.12, students were asked whether they fancy learning literature and reading via film adaptations. From table 4, one can say that (99 %) of the respondents strongly agreed on this matter. They supported their choice by saying that film adaptations are motivating, exciting and interesting materials compared to reading books which is considered as boring and beyond their linguistic competence. They added that such materials help them in imagining the events, clarifying the ambiguous points of the story of a given novel or play and memorising it. Furthermore, they affirmed that adaptation aids them in acquiring cultural knowledge. The remaining (1 %) were neutral.

Table 4.

Students' Attitudes Using Film Adaptations Understand Literary Texts

Options	Frequency	Percentage
Strongly Agree	79	99 %
Neutral	1	1 %

On Q.13, the respondents were asked to suggest recommendations and give suggestions and personal point of view vis-à-vis film adaptations and their reading interests. (97 %) of the justifications were confirming their benefits for them. They said they believe that such a material can enhance the teaching of literature in general and novels reading in particular. Moreover, they considered that films facilitate the understanding process, motivate them, raise their interest and lead them to have a positive attitude toward literature. In fact, these respondents in favour of the use of films mentioned in their answers that such materials are appropriate for them demanding their use in the literature courses on a regular basis.

5. Discussion

The collected data, from the students' questionnaire divulged via the quality of the answers that the respondents were interested in the research topic as they tried to answer objectively all the questions and justify their answers. The main information showed that the majority (81 %)of the informants encountered difficulties in learning literature mainly in understanding the overall story of the literary work which result in a general discontentment, demotivation and lack of interest to read (Erlina et al., 2018). In addition, the questionnaire discloses that the informants happened to be audio-visual learners as they appreciated the teachers' reliance on authentic materials, namely films adaptation which are not which are not frequently available. Furthermore, participants positively perceive film adaptations and assert that such authentic materials make learning more interesting and facilitate their understanding of literary texts thus literary appreciation and interest. In the end, nearly all the informants (100 %) stressed the importance of integrating such materials for literature study particularly when introducing reading materials.

The findings revealed from this interview, in its turn, demonstrated that the informants demonstrate a considerable acceptability toward a potential larger use of film adaptations in literature classes in general and introducing literary texts in particular; they recognized the several merits of such an authentic material being a motivating and involving suitable means to best meet students' learning style, needs and preferences, a source of cultural enrichment and able to create an opting learning environment. Moreover, film adaptations from the respondents' perspective are key tools in overcoming many obstacles that may obstruct learners' learning or appreciation and interest in literary texts notably they help in a better understanding of the literary texts mainly to comprehend literary text's elements such as characters, plot and themes. This is due to the concrete visuality of setting, scenes and actors themselves. On the other hand of the fence, the four teachers expressed different concerns about the use of such material; they explained that the overused can be at the expense of the reading material which will engender a full reliance on the visual version merely rather than the written one which is the most important. Also, they explained that the changes and modification may lead students to suffer literary bias which later overlooked since as the major benefits is to expose them to real and vivant images of lines being read. Albeit all the disadvantages of the use of film adaptations, the informants acknowledged to ascertain extent

their suitability in the literature class in general and reading literary texts in particular. Furthermore, all teachers agreed that film adaptation can help in rising student's literary appreciation and help to a great extent in raising students' interest in reading. Accordingly, the result obtained from interview showed that totality of the informants call for a lager use of such means in the near future in the literature syllabus. Additionally, they advanced some recommendations such as using film adaptations for all genres and insisting on the fact that they must be used as an instructional aid hand in hand with the text. In brief, the interview served to put into evidence different opinions and views that are serving the overall purpose of this research.

6. Conclusion

Based on the data obtained from the questionnaire and the interview, it is concluded that the research hypothesis is to some extent confirmed as students and teachers actually hold positive attitudes about the usefulness and the effectiveness of film adaptation in raising learners' reading interest. Furthermore, the results also show that teachers and students are aware of the benefits of such authentic material, not merely the affective aspects (motivation, interest) but also the cognitive aspects (comprehension, critical thinking). Furthermore, they endorse its integration in their classes given that they furnish a more practical and interesting teaching/ learning context. In addition, the data obtained show that students enjoy learning in general and reading literary texts in particular with film adaptation which motivate them to learn and read more in target language. In fact, this research is only a first stepping stone towards acceptably understanding, and having more insight into the students' and teachers' perceptions of using film adaptation in promoting students' reading interest. Further follow up studies and recommendations for future research should be a welcome addition so as to furnish the field of foreign language teaching and learning with novel insights and suggestions for the sake of helping learners promote both their learning of literature and their reading interest. Under the light of the foregoing reported results, the author suggests that in order to test the impact of using film adaptations to improve learners' reading interest, it is recommended to tackle that this research with the help of an experimental design. In which the controlled and experimental groups are to be used. At first, a written discourse completion task whose purpose is to test the learners' reading interest for both groups. Then, only the experimental group will watch film adaptation for a period of time along with reading the book. At the end both groups will take the test again. Depending on the results, the researcher is apt to state confidently that the use of such materials has an impact on learners' reading interest or not.

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