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**Investigating Teachers' and Students' Attitudes towards the Use of Films as
a Teaching Tool to Motivate Students to Read Literary Texts: A Case of
Third Year Licence Students at the Department of English at Mouloud
Mammeri University of Tizi Ouzou**

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Dedications

I dedicate this work to my lovely parents Arkoub Mohamed and Bouheraoua Yasmina for their endless encouragement and sacrifices that made this achievement possible. To my beloved brother Walid and all my beloved ones for their support.

Wissem

This work is dedicated to:

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Abstract

The present dissertation is intended to investigate the use of films to motivate EFL learners to read literary texts in the English Department at Mouloud Maameri of Tizi Ouzou. Having these main objectives, the study aims first, to scrutinize the students' perceptions and attitudes towards the use of films as a motivational source in enhancing their interest in reading literary works, and second, to reveal teachers' views (opinions) towards the use of films as a teaching tool whereas as a third objective, this research aims to investigate the effectiveness of films as a teaching tool to motivate students read more literary texts. Our research has relied on Dörnyei's Motivational Framework of L2 Motivation (1994). In order to achieve these aims, two research instruments are used namely, a questionnaire and an interview. The questionnaire is designed to sixty (60) third year licence students in the department of English at Mouloud Maameri University of Tizi Ouzou, whereas the structured interview is communicated to five (5) teachers of literature of the same department. The study has adopted the mixed methods approach that combines both quantitative and qualitative methods. The quantitative data are analyzed using the descriptive statistical method and they are calculated by using the statistical method. The qualitative data are analyzed by using Qualitative Content Analysis (QCA). On the basis of the results of the current study, it is concluded that the majority of the students believe that films are one of the best motivational tools that may help them increase their motivation to read literary works. Teachers as well have a positive attitude towards the integration of films in their literature classes believing that they would impact positively on their students to read more literary work.

Key words: EFL, English, Films, Motivation, Reading Literary Texts.

List of Abbreviations

EFL: English as Foreign Language

ESL: English as Second Language

FL: Foreign Language

L2: Second Language

QCA: Qualitative Content Analysis

SDT: Self-determination Theory

TEFL: Teaching English as a Foreign Language

T: Teachers

TL: Target Language

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General Introduction

Statement of the Problem

Learning a foreign language is regarded as a valuable tool that allows learners in general and students in particular for achieving their goals and leading a successful life. Learning can be reinforced with different teaching and learning strategies amongst these strategies the reading. Reading within the context of language learning, involves the comprehension and interpretation of written text in a foreign language. It serves as a fundamental skill for language acquisition, enabling learners to understand vocabulary, grammar, structures, and cultural nuances. Reading can encompass various materials such as books, articles, newspapers, and online resources.

Understanding the challenges encountered by EFL learners in engaging with literary texts illuminates the importance of fostering motivation and implementing innovative strategies to enhance their interest and proficiency in this aspect of reading. According to Alderson (2000) words emphasize that reading is a pleasurable activity immersive, solitary pursuit, offering profound enjoyment and allows for complete absorb of knowledge. In similar vein, reading literary text is viewed as a useful technique that enables students to attain a certain level of competence in both language and life. Reading literary texts might be difficult for the EFL learners due to a multitude of factors. According Mujumdar (2010) the challenges mostly arise from students' linguistic deficiency, the length and complicated nature of texts, which may contain foreign vocabulary, the literary style, structure and the influence of cultural differences. Despite, the importance of literary reading, these obstacles make literature seem intimidating and inaccessible for many EFL learners. Therefore, to foster enthusiasm for reading literary texts among students, motivation become essential. As a result, educators may need to employ creative and innovative techniques to boost students' interest in reading literary texts (or works).

In recent years, the advancement of technology has influenced every aspect of life. The educational sectors is no exception. Consequently, films can be regarded as a valuable resource for educators to inspire EFL students to engage with literary materials. In others word, films have shown to be a valuable resource for enhancing students' interest in literary works. In addition, Macken (2006) states that viewing films facilitates the understanding of the context of the work quickly in an enjoyable way. What is more important, films provide a visual image along with auditory elements to help students seeking to arise their reading skill. Therefore, watching films can be one of the most effective means in learning the English language. Furthermore, films based on novels may arise the curiosity of the reader to look for more details and go back to the novel.

Many relevant studies have been conducted on the effectiveness of the integration of the "Audio Visual" in the educational system which play a significant role in language learning because of the significant influence of audiovisual materials on enhancing the four fundamental language skills, namely listening, speaking, reading, and writing. These materials are considered effective tools for language learning due to their ability to engage learners visually and audibly, thereby facilitating comprehension, retention, and overall language proficiency. Amongst, the research conducted by Melor (2014) with the title of "using visual aids as a motivational tool in enhancing students' interest in reading literary texts" . A study conducted at the University of Kebangsaan Malaysia. It aims to explore how teachers view the use of visual aids to improve students reading literary texts.

However, a number of studies have been conducted on the effectiveness of using films in EFL classes as a motivational tool to read literary texts (works), and to examine how EFL teachers and students perceive the use of films adaptations in their classes to enhance the students' reading skills. It is worth mentioning that in the Algerian context that very little work examine the perceptions of EFL teachers and students towards the inclusion of films

adaptations in their classes as a motivational tool to read literary texts. In Line with this study conducted by Rahmoun (2018) attempts to explore the factors that govern EFL learners 'motivation to read literary texts, as well as how learners view toward reading literary texts affect their reading motivation. The purpose of this study is to investigate the perceptions of the 3rd year students in the English department at Mouloud Mammeri University of Tizi Ouzou towards the inclusion of films as a pedagogical material to improve the students' motivation in reading interest.

Aims and Significance of the Study

This study aims to investigate the use of films to motivate students to go back to literary novels for this reason this research has two main objectives. The first one, is to investigate the perceptions of the third year students department of English at university of Tizi ouzou towards the inclusion of films as a motivational tool that may increase students' interest to read literary works. The second objective consists of teachers' views and attitudes towards the use of films in English classes as an educational tool to encourage their learners to read literary texts (or works). The Third objective is to investigate analyze the effectiveness of using film as a pedagogical tool to motivate learners readership.

Research Questions and Hypotheses

In line with the objectives outlined previously, the study must address the following research inquiries:

- 1- What are the perceptions of EFL learners on the educational use of films?
- 2- What are the attitudes of literature teachers towards using films in their lectures to increase their students' motivation to read literary texts/ works?

It is valuable to put forward a series of hypotheses aimed to fulfill the objectives previously mentioned. The proposed hypotheses are as follows:

- 1- EFL learners have positive perceptions of the educational use of films.
- 2- Literature teachers have a positive attitude towards using films in their lectures as an effective strategy to enhance their students' motivation to read literary texts/ works..

Research Design and Methodology

This study adopts a mixed-methods research approach, incorporating both qualitative and quantitative methods to provide a comprehensive understanding of the topic. Two research tools are used. The first data collection tool is a Questionnaire addressed to third year students to obtain numerical data. As a sample to our research, we have selected a number (60) of third year students at Mouloud Maameri University of Tizi Ouzou. To investigate their attitudes towards the inclusion of films as a tool to motivate them to read literary works. The second data collection tool is a structured interview addressed to teachers of literature to collect data about their views about introducing this technique for their students to help them read more literary works. The data are examined according to Dörnyei' Motivational Framework of L2 Motivation (1994).

Structure of the Dissertation

The dissertation consists of a general introduction, four chapters and a general conclusion. *The General Introduction* provides an overview of our topic, the significance of the study and its aim the research question and hypothesis, the research methodology and the structure of dissertation. The first chapter, *Review the Literature* introduces the key concepts of this study (literature, the reading skill, films and motivation) and the theoretical framework under which the study will be conducted. The second chapter is devoted the *Research Design*

which describes the procedure followed for the collection and analysis of data. In other words, it gives a description of the research's design, the research tools used to collect data, and how these latter are analyzed. This chapter is followed by these two *Results and Discussion* chapters where the results are first introduced by using different diagrams, pie charts, and discussed according to Dörnyei' Motivational Framework (1994) of L2 Motivation. Finally, this dissertation ends with a *General Conclusion* which provides a general overview of the dissertation, and gives answers to the research questions, the suggestion for further research.

Chapter One
Review of the
Literature

Introduction

This chapter explores the essential literature and the theoretical Framework adopted by this research. The initial section deals the definition of literature, and the importance of literary texts. This chapter further emphasizes the significance of the reading, underscores the intrinsic value of literary texts in language education. Subsequently, we delve into the integration of films as a pedagogical resource, recognizing their potential to enhance EFL instruction. The chapter then transitions to the pivotal concept of motivation, offering a comprehensive examination of various definitions, typologies, and motivational theories relevant to our study. In particular, it investigates how films can serve as a catalyst for motivation in the context of EFL learners' engagement with literary texts. The last section, provides the theoretical framework of this study namely Dörnyei's Motivational Framework (of L2 Motivation (1994).

1. Literature

1.1. Definition of Literature

Defining literature involves capturing the richness of human experiences through language both written and spoken. Scholars have approached this term from diverse perspectives, highlighting its role in expressing emotions, conveying ideas, and preserving cultural narratives.

Literature is a broad term with many facets that cannot be reduced to one simple definition. In general terms, the term was introduced as a reflection of human experience that use language captured in the form of written and oral spoken words to express emotions, ideas, thoughts and believes. In this regard, Robert (1991,p.2) states that “literature means written composition that tell stories, dramatidses situation, explain and analyze and advocate ideas”. That is to say, literature reflects human experiences, stories, emotions and thoughts through

language. The term literature has received a considerable attention by many philosophers and researches. Among these, Kakanis and Evan (1971,p.139) argues that “literature is an art form, like painting, sculpture, music, drama, and the dance. Literature is distinguished from other arts by the medium in which it works; language” .This assertion highlights the centrality of language as the essential tool through which literary artists communicate their ideas, emotions and narratives.

Furthermore, Oxford dictionary (2000) defines literature as "an imaginative or creative writing, especially of recognized artistic value; the class of writing distinguished for beauty of style or expression as poetry, essay or history". Moreover, literature is considered as an art form, which is full of imagination by using a different language, style and artistic value such as figures of speech, symbolism and allegory. In addition, Hudson (1963) explain that literature can be viewed as an aesthetic investigation that is concerned with the truth and that literary studies acknowledge and value the creative part of literature.

Han (2005,p.74) claims that "in the literature of the past we can find the roots of the present, in the literature of the future we believe we will see the traditions of the past. Literature contains and presents both transition of time and social reality as the agent of chance ". In other words, literature gives the opportunity to the readers to go back to the past to know the ancient traditions, and from the past, we will see the future. Literature can be classified into various categories, including fiction, non-fiction, prose, poetry, drama and more.

1.2 Literary Texts

Literary texts are written works of art, which are divided by Lucas (1999) into two main categories namely artistic and functional texts.

The artistic text is presented in various types such as: novels, short stories, essays, poetry, and drama. In functional text, for its part, is any text that we come across in our daily lives. According to Lucas (1990,p.27) a functional text comprises six categories:

- 1- Casual text, including newspapers, magazines and non-fiction.
- 2- Personal texts including letters and diaries.
- 3- Transactional texts including business letters, legal documents, reports and instructions.
- 4- Reference texts including dictionaries, catalogues, directories and inventories.
- 5- Pedagogical texts including textbooks and encyclopedias.
- 6- Academic texts including research papers, theses, specialist books and journals.

1.2.1 Literary Genres

Genres in literature, as defined by Abrams (1999), a genre is a French word that indicates types or classes of literature. Literary works are divided into three main genres: poetry, prose and drama.

1.2.1.1 Poetry

Poems belong to the poetry are literary genre that employs verse, rhyme, and meter differently than prose (Klarer, 2004). Poetry is undeniably a divine art serving as both the core and the context of knowledge (Kunta,2017). Students not only understand the aesthetic value of poetry but also improve their critical thinking and creative thinking abilities (Elester, 2000). According to Roberts (1986), poetry is frequently seen as a profound mode of emotional expression. It employs words thoughtfully and it is structured in lines forming stanzas. The themes explored in poetry vary widely, encompassing subjects such as love, personal reflection,

psychological exploration, and folklore analysis, critiques of excessive consumption, religious devotion, and friendship. Moreover, Deutsch (1965) argues that poetry is the artistic medium that poets employ to communicate meaning through a combination of words and musical elements, with the aim of influencing the readers' emotions, thoughts, and imaginative faculties.

1.2.1.2 Prose

Prose is another form of literary texts. Prose is a form of writing that differs from poetry, particularly in its increased consistency and diversity of rhythm, and more closely follows the structure of the ordinary speech (Tangyie, 2003). According to Abrams (1999), prose is a broad term that includes all spoken or written forms of communication that do not have the structured lines found in both metric and free verse.

Prose includes both fiction and non-fiction spanning various formats like biographies, autobiographies, essays, novels, short stories, articles, fables and folktales. Its primary objectives are to provide information, convey emotions and persuade readers (Klarer, 2004).

1.2.1.2.1 Short Stories

Stories, recognized as one of the fundamental uses of language known to humans, have long been heralded as an effective teaching tool, as emphasized by Bulter (2006, p.19) in his discussion of the significance of short stories. Additionally, Klarer (2004) considers a short story as a piece of fiction that distinguishes itself from novels in term of length, simpler plots and setting. According to him, a short story is a short genre of prose fiction that is related to fairy tales and myths. Furthermore, Pratt (1994) argues that the short story cannot be defined without being contrasted with a novel. Pratt (1994) proposed four prepositions all rooted in the belief that " bigger is better. The novel tells life ;the short story tells a fragment of life ; the novel

deals with many things, while the short story deals with a single thing, the novel is the whole hog, whereas the short story is a sample; the novel is the whole text ,the short story is not”(p.224).

1.2.1.2.2 Novels

Novels, according to Hismanoglu (2012), are regarded "the best way "(p.63) for readers to acquire an accurate understanding of how people behave in their lives, and its characters mirror genuine human behavior and actions. Similarly, Spurgin (2005) argues that a great novel has a tendency to characterize a whole society giving a clear picture of the interactions between entire social classes. In other words, characters reflect the actions of people in their everyday lives. Novels not only depict but also illuminate human lives. Additionally, Klarer (2004,p.147) highlights the importance of such type by stating that a "novel is an important genre of prose fiction which developed in England in the eighteen century, the epic and the romance are indirect precursors". That is to say, a novel is a long work of narrative fiction written in prose form which is published as a book that tells a story about specific human experiences usually following a chronological order. Novels are often divided into chapters, which make it easier to the reader.

1.2.1.3 Drama

Drama is a literary genre intended to be performed by actors on a stage. Drama is a piece of writing, either in prose or verse, that is intended to be performed on stage (Oxford Dictionary, 2009). Abrams (1999) states that drama is a theoretical work created for performance when actors assume character roles, carry out the stated action and utter the written dialogue. Furthermore, Aristotle (1902,p.132_133) gives a definition about drama, he argues "drama involves enactment imitation of human action. Enactment entails a rehearsed presentation and not something happening here and there. Drama is make-believe not reality ".The above-

mentioned quotation points out that drama is a direct reflection of human life. It is an imitation of human existence. It is intended to be performed rather than just narrated, and it seeks to evaluate and enact human experiences, moving beyond simple narrator to theoretical representation. In similar vein, Stephane (2000) points out that drama differs from other literary works in that it is intended to be performed in front of an audience rather than read.

2. Reading Skill

Reading, as one of the four foundational skills in the English language, holds paramount importance for achieving success in one's life (Billah, 2014). Moreover, Hasbun (2006, p.38) emphasizes the significance of the reading skill, highlighting that it is a fundamental cornerstone of formal education and it is difficult to achieve a variety of matters without having the ability to read effortlessly and good comprehension.

The significance of reading comprehension in higher education is highlighted by Clarke et al. (2014), who assert that fully understanding a written piece, it can be a highly motivating and transformative experience, bringing joy. Furthermore, they argue that a text has the potential to broaden our knowledge, introduce us to new vocabulary, and spark innovative perspectives. Additionally, the reading comprehension skill of students hold substantial importance in the context of higher education (Bright & McGregor, 1977). According to Bright and McGregor (1977), reading is an indispensable component of language learning, and language learning would be greatly diminished without it.

According to Farha & Rohani (2019), reading is a critical language skill that significantly contributes to the acquisition of knowledge and information. During the act of reading, the primary cognitive and reasoning processes come into play (Zhou et al. 2021). Also, as stated by Hall et al. (2019), reading serves as an activity aimed at capturing, comprehending, acquiring, and interpreting literal pattern and information.

As argued by Nation (2001), extensive reading exposes learners to a wide range of words and phrases, allowing them to encounter new vocabulary in meaningful contexts. Furthermore, Grabe (2009) highlights how reading provides opportunities for learners to observe how sentences are constructed, gain insights into cohesion and coherence, and develop a deeper understanding of text organization. Moreover, studies such as those conducted by Day and Bamford (1998) and Elley (1991) have shown that extensive reading contributes to the improvement of reading fluency and speed, as learners become more comfortable with the language and develop automaticity in word recognition and comprehension.

The simple view of reading, originally proposed by Gough and Tunmer (1986), posit that reading proficiency comprises two fundamental components: (1) decoding, encompassing phonological awareness and word recognition, and (2) comprehension, involving language comprehension and vocabulary knowledge (p.142).

In the context of learning English as a foreign language (EFL), reading is considered both a skill required for language acquisition and a valuable skill for use beyond the classroom. It serves as a significant source of language input and as a skill that learners can apply in real-life situations. Moreover, reading is often viewed as the primary means through which learners can stay connected with the English language. Consequently, many educators such as Carell et al. (1988) assert that "reading is, without a doubt, the most crucial of the four language skills, particularly in the context of English as a second or foreign language" (Carell et al. 1988:01).

2.1 Reading Literary Texts

Reading plays a crucial role for individuals learning English as a foreign language. Carell (1988) stresses that proficiency in reading is among the foremost macro skills that significantly impact students, and their growth in both current and future professional endeavors when English is utilized as a FL (Foreign Language). In this respect, Lazar (2003) highlights

that the use of literary texts in English language teaching can be highly advantageous because they offer authentic and captivating materials that can facilitate the enhancement of students' language skills and cultural knowledge. Dealing with the use of literature in language learning and its importance, Collie and Slater (1990,p.3) argue that "there are four reasons for using literature in the classroom: valuable, authentic material, cultural enrichment, language enrichment".

In terms of language development (enrichment), literary texts have the potential to provide significant contribution to language (Holmer,1976). Floris (2014) considers literary texts as a rich source for acquiring intricate grammar patterns, diverse vocabulary, and authentic means of expression, enabling students to immerse themselves in the depth and diversity of language across various levels of proficiency. Indeed, "they can appreciate the richness and variety of language and become more sensitive to the features of it" (Floris,2014 p.2). This opinion is also introduction by other authors such Ahmadi (2018) who believes that literary works play a crucial role in improving all aspects of language skills, because of their rich and vast vocabulary and grammar, which further improve the language proficiency, and understanding of ESL (English Second Language) learners. Long (1986) also asserts that literary works introduce students to diverse and genuine language, which can serve as a strong incentive for them to engage in extensive reading. This is to mean, literary texts employ real life language that encourages active interaction during the process of reading comprehension. Krashen (1993) conducted a study on children who read a million words a year increasing their active vocabulary by at least a thousand words. Reading literary texts can also enhance students' comprehension of the human condition (Hisamanoglu, 2005). In fact, it is pointed out that using literary texts increase the writing process (Zamel,1983). Furthermore, Sparks (1991) underlines the value of reading literary texts by stating that literature offers students straightforward topics to write about.

3. Film

A film is a visual medium comprising moving images captured for presentation in cinemas or on television. It serves as a narrative tool, depicting either fictional stories or real-life situations. (Collins Dictionary,2017). It is described as the art of audiovisual storytelling, in a mode of communication filled with social significance, originated from various social, historical, and cultural backgrounds (Career, 2011). Films, also known as movies or motion pictures, are defined as audiovisual works that combine moving images, sound, dialogue, music and visual effects to convey narratives ideas, emotions and messages to audiences. (Bordwell & Thompson,2010).

Understanding the nature of films is essential when considering their role in education. Investigations have indicated that incorporating films into the curriculum can be a vital component primarily because of their substantial impact on enhancing fundamental language skills, including reading, listening, speaking, and writing (Baratta& Jones, 2008; Martín &Jaén, 2009; Ismaili, 2013; Rokni&Ataee, 2014; Yaseen&Shakir, 2015). Additionally, Ruusunen (2011) asserts that adopting films for educational purposes can introduce elements of authenticity, diversity, realism and adaptability within EFL classrooms.

According to Seferoğlu (2008), films offer authentic language input and an engaging platform for classroom discussions. They also present a realistic portrayal of both the language and culture, offering insights into the daily lives of native English speakers (Florence, 2009). Research has also documented several benefits associated with incorporating films into foreign language classes. For instance, films have the ability to capture students' attention and focus on the target language (Tognozzi, 2010) while boosting their motivation to learn the language (Ruusunen, 2011). In addition to this, the research cited underscores the significant role of films

in foreign language education, emphasizing their ability to both captivate students' attention and enhance their motivation to learn the language.

Movies, as highlighted by Ismaili (2013), serve as a pleasurable means of both entertainment and language learning. As a notably authentic resource is predominantly employed in courses that focus on listening, speaking, and comprehension. Furthermore, vocabulary acquisition can be facilitated through the use of sound and visual elements, which offer students a clear context for comprehension.

3.1 The Advantages of Films in EFL Classes

Films provide learners with authentic, real-life language use, exposing them to diverse accents, speech patterns, and vocabulary in meaningful contexts (Li & Wang, 2015). Moreover, films offer a rich audiovisual experience that engages learners' senses and promotes multisensory language learning. The visual component of films' aids in contextualizing language, enabling learners to infer meaning from visual cues, gestures, and facial expressions (Wang, 2009). This visual support enhances comprehension and aids in the development of vocabulary and grammar knowledge.

Films used in Teaching English as a Foreign Language (TEFL) and English as a Foreign Language (EFL) instruction can also contribute to learners' motivation. Films create an immersive and enjoyable learning experience, capturing learners' interest through compelling narratives and visual storytelling techniques (Li & Wang, 2015). In other words, this method does not only help students understand the language better, but it also gets them actively involved in the learning process when using films as a tool for Teaching English as a Foreign Language (TEFL) and English as a Foreign Language (EFL) and think critically.

Movies, as well as film presentations, hold inherent appeal for language learners, as highlighted by Lonergan (1984). Even when their comprehension is limited, learners display a strong desire to watch movies much like regular consumers (Sherman, 2003). The structure of movies, akin to literature, captivates a significant portion of students' attention due to their rich cultural content. Within these cultural contexts, students can observe various behaviors, which may resemble those in their daily lives. This exposure can inspire learners to engage in more extensive discussions, as they gain a better understanding of these contexts through the inclusion of sounds, images, and their preexisting knowledge (Stempleski & Tomalin, 2001).

With these advantages of films, learners are motivated to engage in conversations with their peers, facilitating mutual learning. Additionally, they acquire an understanding of non-verbal communication, various forms of exclamations, and filler expressions commonly used, as well as how individuals initiate and maintain conversations and negotiate meaning (Rivers, 1994 as cited in Eken, 2003, p. 13).

3.2 Films as a Teaching Tool

Many studies have investigated the use of films in EFL teaching. According, Champoux (1999) who delved into films as instructional resources, while Fjällström (2010), Ismaili (2010), Allan (1985), Stoller (1988), Katchen (2003), and Sufen (2006) examined the application of films and videotapes, particularly in EFL or English as a Second Language (ESL) teaching. These studies collectively affirm that films present a viable alternative for English instruction. Films, as flexible resources, serve various roles in foreign language education. They prove useful in teaching oral communication, writing, vocabulary, grammar, and culture (Ruusunen, 2011).

The studies conducted by Kabooha (2016), Liu (2019), and Vyushkina (2016) highlight the positive impact of using films in the EFL classroom. These works confirm that by

incorporating films, students have the opportunity to practice and improve their listening skills through exposure to authentic language use, diverse accents, and varying speech patterns. They also assert that films enhance the students' reading abilities as they follow subtitles or engage in related reading materials associated with the film. The writing skill is developed through activities such as film analysis, film reviews, or creative writing inspired by the film. Furthermore, films provide a rich context for oral communication, encouraging students to engage in discussions, debates, and role plays, thus promoting speaking fluency and the communicative competence.

Louw (2006) suggests that films offer a more authentic representation of language learning. For him they are more engaging for students due to their visually stimulating context. Furthermore, Mark (2011) explored three different approaches to incorporating films in the classroom: utilizing them to emphasize language aspects, as means to reflect the cultural attitudes, behaviors, and beliefs of a particular society, and as a form of textual material. Moreover, films can be employed to challenge students' existing perceptions, encouraging them to explore alternative perspectives, emotions, and interpretation. Also, he noted that while written texts might not enable to grasp grammatical structures or the meaning of particular words, films can facilitate such comprehension.

3.3 Film Adaptation

Literature and films have a unique and dynamic relationship that has been explored by scholars in various academic fields. Choo (2006) suggests that one effective way to engage students in the study of literature is through the utilization of media texts, such as films, photographs, and even abstract art pieces offering an effective approach to captivate students' interest in literary exploration.

Film adaptation, in essence, involves the conversion of written content from literary sources like novels, short stories, and plays into the visual language of cinema. Van (2011) views film adaptation as a form of derivative creation that can either faithfully follow the source material or provide alternative interpretations of ideas drawn from the original piece. Film adaptations offer a dynamic approach to engage students with literary texts, enhancing their comprehension and interpretation. Through visual and auditory mediums, films provide a multi-sensory experience that brings characters, settings, and themes to life, enabling students to connect with the narrative on a deeper level (Chung & Tan, 2019). This visual representation bridges the gap between written texts and students' imaginations, making abstract literary elements more tangible and relatable (Mason, 2019). Furthermore, the incorporation of films' adaptations encourages critical thinking as students analyze the choices made in adapting the text to the visual medium, fostering discussions about creative decisions, thematic emphasis, and narrative changes (Bogucki, 2018). While film adaptations facilitate access to complex literary works for students with diverse learning styles, they also encourage cross-media literacy by prompting students to compare and contrast the cinematic rendition with the original text (Milton & Jacobson, 2019). Thus, film adaptations emerge as a versatile tool that enriches literature instruction, catering to a range of learning preferences while promoting in-depth exploration of literary content.

4. Motivation

Gardner (2006, p.242) asserts that “motivation is a very complex phenomenon with many facets...Thus, it is not possible to give a simple definition”. The concept of motivation has received distinct definitions from various scholars. Motivation is defined as “forces acting either on or within a person to initiate a behaviour” (Petri & Cofer, Charles 1981, p.48). According to Ryan and Deci (2000, p.54), "to be motivated means to be moved to do

something", while Williams & Burden (1997, p.111) list "interest, curiosity, or a desire to achieve" as the key characteristics of motivated people. Lasagabaster (2014) highlights "that motivation is the driver for any learners to engage in the learning process" (p.52), indicating diverse perspectives on the matter. In the realm of motivation research, Dörnyei and Ushioda (2001) argue that "the only thing about motivation most researchers agreed on, by definition, concerns the direction and magnitude of human behavior" (p.4). As Dörnyei and Ushioda (2001) assert, motivation involves not only the direction but also the magnitude of human behavior, indicating that readers' choices of what and how to read are profoundly influenced by their motivational orientations. This extends to the cognitive and affective dimensions of reading, affecting the level of effort and the depth of involvement.

The connection between motivation and reading is important. Deci and Ryan (1985) say that when people feel in control and good at something, they want to read it more that is intrinsic motivation. Ushioda (2009) also talks about how who they are as people is linked to what they read. It is as their motivation and identity are connected. In addition, when readers think books are valuable and they believe they can understand them, they are more likely to dive into them. Eccles and Wigfield (2002) suggest that what readers think about books and how confident they are affects how much they want to read them.

4.1 Types of motivation

Gardner (1985), Gardner and Tremblay (1994), and Ryan and Deci (1985) have proposed a comprehensive framework categorizing motivation into four distinct types: intrinsic, extrinsic, integrative, and instrumental. These types of motivation offer valuable insights into the complexities of human behavior, particularly in the context of language learning and engagement with literary texts.

4.1.1 Intrinsic Motivation

Intrinsic motivation reflects the innate desire to engage in an activity for its own sake, driven by personal interest, enjoyment, and satisfaction as argued by Deci and Gagne (2005) who say that “motivation refers to engage in an activity because it gives joy, pleasure, and satisfaction while doing it”(p.331-362). This type of motivation is integral to fostering a genuine appreciation for literary texts. EFL learners who are intrinsically motivated to read literary works do so because they find joy and fulfillment in the act of reading itself (Ryan &Deci, 1985).

According to Arnold (2000), intrinsic motivation is when learning is its own reward. Learners actively engage in learning because it holds personal significance to them. Their motivation comes from within, and they are not primarily concerned with external rewards or outcomes. However, intrinsic motivation is derived from inside. "A person might be motivated by the enjoyment of the learning process itself" (Harmer 2001,p.51). Thus, being intrinsically motivated refers to a desire to engage in the learning activity for its own sake.

4.1.2 Extrinsic Motivation

EFL learners with extrinsic motivation may read literary texts to earn grades, approval, or other external incentives. While extrinsic motivation can prompt initial engagement or interest of students in reading literary texts, it may not sustain long-term interest or deep understanding (Ryan & Deci, 1985).Furthermore, research suggests that an overemphasis on extrinsic motivation may hinder the development of a lifelong appreciation for literature. According to Kember (2016, p.22) “ extrinsic motivation is seen as a less or weaker form of motivation”. In other words, it is considered a weaker or less potent motivator. Ryan and Deci (2000) defined extrinsic motivation as “a construct that pertains whenever an activity is done to attain some separable outcomes Extrinsic motivation; thus contrasts with intrinsic

motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value” (p.60).

4.1.3 Integrative Motivation

Integrative motivation, characterized as language acquisition driven by personal growth and the desire for cultural enrichment, reflects the learner's eagerness to acquire a language to become part of the target language community (Gardner and Lambert, 1959; Pourhosein et al. 2012; Alizadeh, 2016). Building on this idea, Gardner and Lambert (1972) further defined integrative motivation as the type of motivation that arises when learners are motivated to study a language because they aim to connect with and embrace the community and culture associated with that language. According to Hairul et al. (2012), integrative motivation is present when students aim to acquire a language with the goal of becoming part of a speech community. Their argument is that learners who aspire to engage with native speakers of the target language demonstrate stronger motivation to learn the language, leading to increased levels of success.

4.1.4 Instrumental Motivation

Instrumental motivation, as a valuable approach for acquiring a second language with the aim of reaping diverse advantages, including improved job prospects and increased income, is highlighted by Gardner and Lambert (1992). In the context of motivating EFL learners to engage with literary texts through the use of films, it is crucial to consider the concept of instrumental motivation. Gardner (1985) proposed that instrumental motivation is triggered by utilitarian goals related to language use. It underscores the significance of practical reasons for language acquisition, such as the pursuit of high-status employment opportunities with favorable remuneration (Gardner & Lambert, 1972). According to Tileston (2010), instrumental motivation is characterized by the drive stemming from the prospect of concrete and marketable

rewards. She articulates that "extrinsic motivation is the inclination to engage in activities based on the assurance of or aspiration for a tangible outcome" (p. 8). Hudson (2000) further defines instrumental motivation as "the aspiration to attain practical benefits through the study of a second language". It is widely acknowledged that learners who are instrumentally motivated exert significant effort and strive to excel in order to realize their educational and career objectives. Gardner (1985) and Ellis (1994) describe instrumental motivation as occurring when a learner envisions the advantages they expect to gain from learning a specific language.

4.2 Theories of motivation

The incorporation of films as a teaching tool holds the potential to significantly impact EFL learners' motivation to engage with literary texts, drawing insights from various motivation theories. These theories provide insights into how the use of films can stimulate and provide learner's engagement with reading. Researchers used to focus on drives, needs and reinforcement as pre-eminent sources for defining the notion of motivation (Pintrich & Schunk, 2002).

4.2.1 Self-determination Theory (SDT)

Self-Determination Theory (SDT) is a perspective on human motivation and personality that combines empirical methods with an organismic meta-theory, emphasizing the significance of innate inner resources for personality development and self-regulation (Ryan, et al. 1997). In other words, it focuses on exploring individuals' inherent growth tendencies and intrinsic psychological needs, which drive their self-motivation, personality integration, and positive processes. Through empirical investigation, three fundamental needs have been identified: competence, relatedness, and autonomy. These needs play a vital role in facilitating optimal functioning, supporting natural growth and integration, and fostering positive social

development and personal well-being (Harter, 1978; White, 1963; Baumeister & Leary, 1995; Reis, 1994; deCharms, 1968; Deci, 1975).

Moreover, self-determination theory, as advocated by Deci and Ryan (1985), posits that intrinsic motivation and autonomy play an important role in driving behavior. Within the context of using films as a teaching tool to motivate EFL learners in reading literary texts, SDT suggests that granting learners the autonomy to select films aligned with their interests can enhance their intrinsic motivation.

According to (Deci, 1980; Deci and Ryan, 2000; Ryan and Deci, 2000b, 2007) SDT is a comprehensive theory of motivation with a relatively intricate structure. It is founded on the fundamental belief that individuals possess inherent desires for competence, autonomy, and connection with others, prompting them to pursue activities that fulfill these needs. Thus, this theory not only offers profound insights into the sources of human motivation but also provides a valuable framework for understanding how individuals' pursuit of competence, autonomy, and social connection can profoundly influence their engagement with various tasks and activities.

5. The Theoretical Framework: Dörnyei's Motivational Framework (1994) of L2 Motivation

Dörnyei's Motivational Framework (1994) for L2 (second language) motivation is a comprehensive framework that covers various aspects of motivation in language learning. It is widely recognized and has been influential in the field of second language acquisition. Dörnyei's framework includes three main categories of motivational components, the language level, the learner level, and the learning situational level. Course-Specific Motivational Components these components are related to the specific language course, including the syllabus, teaching materials, teaching methods, and learning tasks. The motivational conditions

proposed by Crookes and Schmidt (1991) within this category (interest, relevance, expectancy, and satisfaction/outcome) provide a lens through which to analyze how the course design, materials, and teaching methods impact learner motivation. Teacher-Specific Motivational Components, this category focuses on the role of the teacher in motivating students. It includes the teacher's behavior, personality, and teaching style or practice. Group-Specific Motivational Component this category considers the impact of group dynamics within the learners group. It includes aspects like goal-orientedness, the norm and reward system, group cohesion, and classroom goal structure (competitive, cooperative, or individualistic). These factors can influence peer interactions and collaborative learning, which may affect motivation.

Our research is guided by Dörnyei's Motivational Framework of L2 Motivation (1994). Dörnyei's work is pivotal in the field of second language motivation and aligns perfectly with the focus of our study, which centers on investigating the motivation of EFL learners to engage with literary texts through the use of films. Dörnyei's framework addresses various motivational components, including course-specific, teacher-specific, and group-specific factors, which we believe are integral to understanding the dynamics of motivation in our specific context. Within the comprehensive framework that Dörnyei provides four key components were found pertinent: Interest, Relevance, Expectancy, and Satisfaction.

Interest: attracting learners' interest is paramount, as it is instrumental in captivating their attention and maintaining their focus when it comes to the intricate world of literary texts.

Relevance: demonstrating the relevance of literary content to our learners' goals and interests is a fundamental aspect of our research, also emphasis on the importance of personal aspirations.

Expectancy: is important when it comes to encouraging learners to read literary works through the use of films. It can be tough to motivate students who feel that reading literary

books is a difficult endeavor and who do not think they can comprehend and enjoy them. By making the text more approachable and interesting, using movies as an additional resource may assist to close this gap and raise students' expectations for understanding and appreciating the written content. Character development, narrative, and visual context can all be found in it, which may give students more courage and drive to undertake the reading.

Satisfaction: in the case of employing films as motivational materials for reading literary texts, satisfaction would have to do with how learners felt about the whole thing. It mixes intrinsic incentives like the satisfaction of viewing a film adaptation and the sense of achievement in comprehending and enjoying the original literary work with extrinsic rewards like praise or academic recognition. When films successfully motivate the EFL learners to read the related texts, it can result in a feeling of accomplishment and encourage people to read more literature for both internal and external reasons. Furthermore, we incorporate Intrinsic Motivation as a central element, focusing on nurturing learners' natural curiosity and inherent drive to explore and appreciate literary texts through films. This well-rounded approach, firmly rooted in Dörnyei's comprehensive framework, forms a strong basis for our exploration of how intrinsic motivation profoundly impacts EFL learners' involvement with literary texts through films.

Conclusion

This chapter deals with the exploration of key elements within the realm of language, literature, and motivation, Film adaptations emerged as a powerful tool for enhancing the EFL learning experience. This chapter is highlighted also the importance of motivation, distinguishing between intrinsic and extrinsic motivation, integrative and instrumental motivations. Last, Dörnyei's Motivational Framework provided a comprehensive framework

for understanding motivation in language learning, shedding light on the complex interplay between motivation, literature, and language acquisition.

Chapter Two
Research Design and
Methodology

Introduction

This chapter is concerned with the research design and the methodology that are used in this research. It provides a detailed overview of the tools and procedures used for data collection and data analysis. First, it covers the research methodology procedures: the setting and the sample of population. Secondly, it outlines the methods used to gather data, including the distribution of a questionnaire to L3 students and conducting structured interviews for the teachers of literature module. Finally, it concludes with a description of the data analysis process, which encompasses the statistical method which is used to analyze the quantitative data arisen from the closed-ended questions of the questionnaires and a Qualitative Content Analysis is used to analyze the qualitative data of the open-ended questions and the teachers' interview.

1. Research Design

To conduct this research, we employed a mixed-methods approach. According to Creswell and Clark (2011), a mixed-methods research design constitutes a unique research methodology, encompassing its own set of philosophical assumptions and investigative techniques. Within this methodology, philosophical principles are integrated to offer guidance for collecting and analyzing data from multiple sources in a single research study.

This approach was chosen to analyze both quantitative and qualitative data, ensuring that we collected the necessary and relevant information for our study. The research employs a quantitative approach to gather statistical data from the closed-ended questions included in the students' questionnaire. Subsequently, for statistical analysis we employed the statistical method. This quantitative data was instrumental in quantifying and measuring various aspects of the research subject. In addition, the qualitative aspect of the study used to clarify and enhance the depth of the research findings. Qualitative data, derived from open-ended

questions in both interviews and questionnaires, allow for a detailed understanding of the participants' perspectives and experiences. These responses are subject to interpretation through Qualitative Content Analysis (QCA).

2. Context of Investigation and Sample Population

The current study has taken place in the English Department at Mouloud Maameri University of Tizi Ouzou. We selected a sample of sixty informants from among third-year EFL licence students. This particular year of study, (third year) was considered the most appropriate for gaining insights into the subject of our research. Additionally, the research focused on five Literature teachers. These individuals were selected randomly for the study due to their extensive experience in the field of literature.

3. The Procedure of Data Collection

To collect data for our research, we have adopted two primary tools. Firstly, we designed a questionnaire for third year students in the English department at MMUTO. Secondly, we carried out structured interviews with lectures teaching literature module within the English department at MMUTO.

3.1 Questionnaire

The students' questionnaire used in this study served as an important tool for gathering valuable insights from the participants. As noted by Creswell and Creswell (2017), Questionnaires serve as invaluable tools for collecting standardized data from a wide sample, allowing for quantitative analysis and generalizability in research. Another motivating factor for opting for this tool is its ability to provide a wealth of information. A questionnaire serves as a valuable tool that enables researchers to collect data quickly from a large population in a

relatively short period. Furthermore, it ensures the confidentiality and anonymity of the survey participants (Dörnyei, 2003).

The questionnaire is created as an integral component of our research, with the specific focus on third year students within the English department at Mouloud Maameri University Tizi Ouzou. We distributed this questionnaire to the targeted population during the period between 24th May to 05th June, 2023. The purpose of this questionnaire is to inquire into the perspectives of learners concerning their attitudes towards reading literary texts and to ascertain whether they consider films to be an effective means of motivation.

The questionnaire contains nineteen (19) questions; including open and closed end questions (see appendix1). Twelve (12) questions are closed-ended. These questions require students to provide specific responses. Respondents are tasked with selecting an answer from the provided options. Within this set of questions, seven (7) of them prompt respondents to think more deeply and provide answers that require more than a simple one-word response.

3.2 The interview

The interview serves as a complementary tool employed in the present study for the acquisition of qualitative data. We conducted structured interviews with teachers of literature within the English department at MMUTO, Where the questions were pre-formulated in advance printed and distributed to the targeted teachers. As it is asserted by Creswell and Creswell (2017) structured interviews are a valuable method for gathering specific information from participants, particularly when precise responses are required.

These interviews were employed to enhance the comprehensiveness of our study and to support the credibility of our findings. The interview consisted of seven questions designed

to gather supplementary information regarding the use of films as an instructional resource to inspire EFL learners to engage with literary works (see appendix 2).

4. The Procedures of Data Analysis

In the data analysis of this research, we employ a mixed-methods approach to gain comprehensive insights. Moreover, it is the researcher's method of converting the raw data they have collected into valuable insights that help them attain the research study's objectives. To analyze the data gathered from the questionnaire and interviews, we chose to employ both quantitative and qualitative methods. We apply the statistical method for evaluating the data from the students' questionnaire, and we employed Qualitative Content Analysis (QCA) to analyze the data derived from the interviews. We combine both the quantitative and qualitative results to provide a comprehensive understanding of our research findings under the theoretical framework of these research namely Dörnyei's Motivational Framework of L2 Motivation (1994). This comprehensive approach allows us to illuminate how films serve as educational aids in inspiring EFL learners to interact with literary works.

4.1 Quantitative Data Analysis

The quantitative method is applied with the aim of presenting statistical data. To examine the statistical data gathered from the closed-ended questions in the questionnaire, we have chosen to rely on the statistical method for our analysis. The outcomes are then translated into numerical data, expressed as percentages, and visually presented through pie charts in the following chapter.

4.2 Qualitative Data Analysis

We apply Qualitative Content Analysis (QCA) as a method in our research to examine the open-ended questions in both questionnaire and interview. Hsieh and Shannon

(2005,p.1278) define QCA as a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns. A qualitative method typically involves the collection of non-numerical data, which is then examined through non-statistical approaches. The aim is to elucidate and articulate the discoveries and outcomes derived from the questionnaire and the interview.

Conclusion

In this chapter, we explore the foundation of our research namely the research design and methodology. Our research design encompasses both quantitative and qualitative methods, the quantitative method focuses on gathering statistical data through the questionnaire distributed to third-year EFL learners. These data are subjected to a detailed analysis employing the statistical method, enabling us to quantify and measure various aspects of our research. In addition, the qualitative data derived from open-ended questions in both interview and questionnaire guided by the principal of Qualitative Content Analysis (QCA), in this method enhances the depth of our findings. It also allows us to explore the perspectives and experiences of our participants, providing a subtle understanding of our research topic. Finally, the combination quantitative and qualitative analysis promises to shed light on how films can serves as potent educational tool in motivating EFL learners interact meaningfully with literary works.

Chapter Three
Presentation of the
Findings

Introduction

This chapter is dedicated to presenting the outcomes derived from our research. It begins by presenting the findings from a questionnaire that was distributed to sixty (60) third-year licence students at the English department at University of Mouloud Maameri of Tizi Ouzou. The questionnaire results are presented through percentages and visualized using pie charts. Following this, we offer insights and a description of the data obtained from the interviews communicated to the teachers.

1. The Presentation of the Results from the Students' Questionnaire

Question (1):

The first question requests the students to indicate their gender. The outcomes are display in diagram01

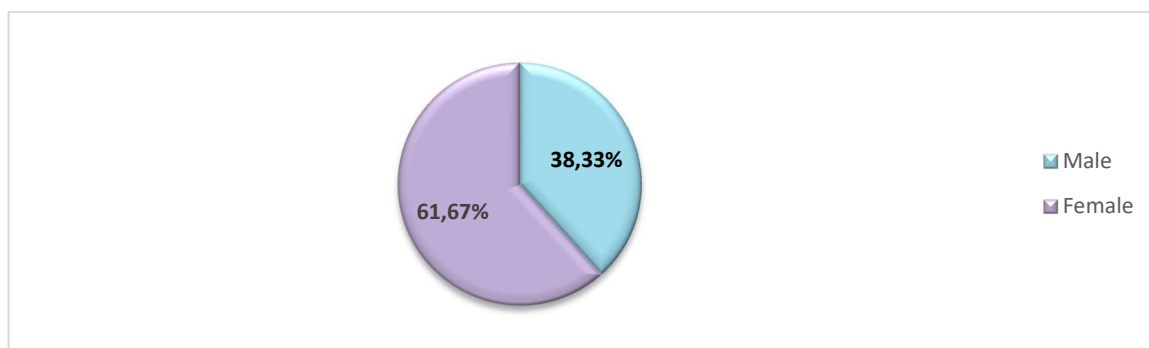


Diagram 01: Distribution of Learners by Gender

The initial part of the questionnaire focuses on gathering information about the respondents' profiles. The examination of the questionnaires indicates that in the total of sixty (60) participants, representing 100% of the sample of this study, 61.67% are female, and 38.33% are male. Specifically, 37 participants are females, while 23 participants are males.

Question (2):

The purpose of the second question is to collect data regarding the age of the students.

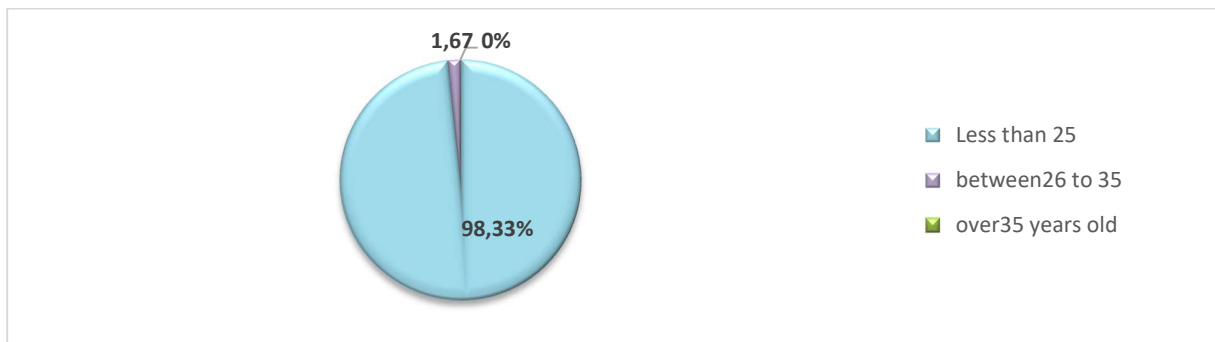


Diagram 02. Age Distribution of the Respondents.

Diagram 02 illustrates data concerning the age distribution of students. It reveals that the majority of the participants are under the age of 25, that constituting 98.33% of the total participants. A smaller proportion, 1.67% falls within the age range of 26 to 35.

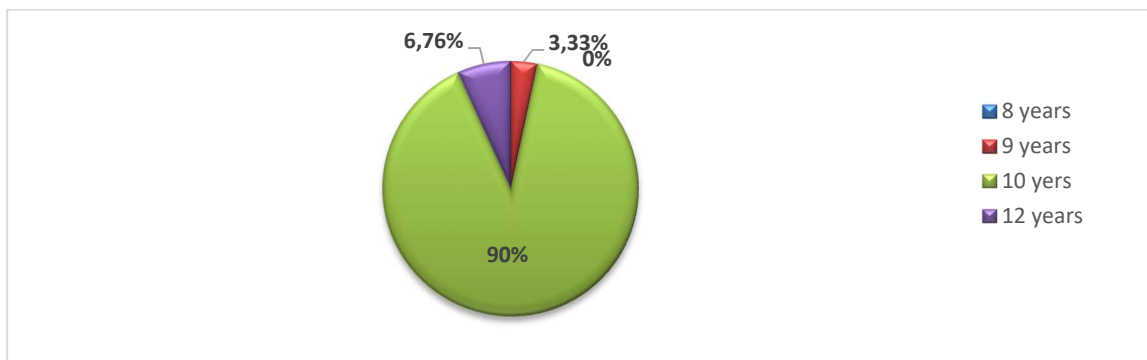
Question (3): How long have you been studying English for?

Diagram 03: The Duration of Time Participants Have Been Studying the English Language.

Diagram 03 presents data that related to the duration of English language studies among the participants. It highlights that the majority of respondents, accounting for 90% of the total participants, have been studying English for 10 years. A smaller fraction, 6.67%, reported having studied English for 12 years, while the options of 9 and 8 years represent 3.33% and

0%, respectively. This distribution reflects the diverse experiences of the participants in terms of their English language experience.

Question (4):

This question deals with the participants' choices and the influence of others on them in deciding to study English.

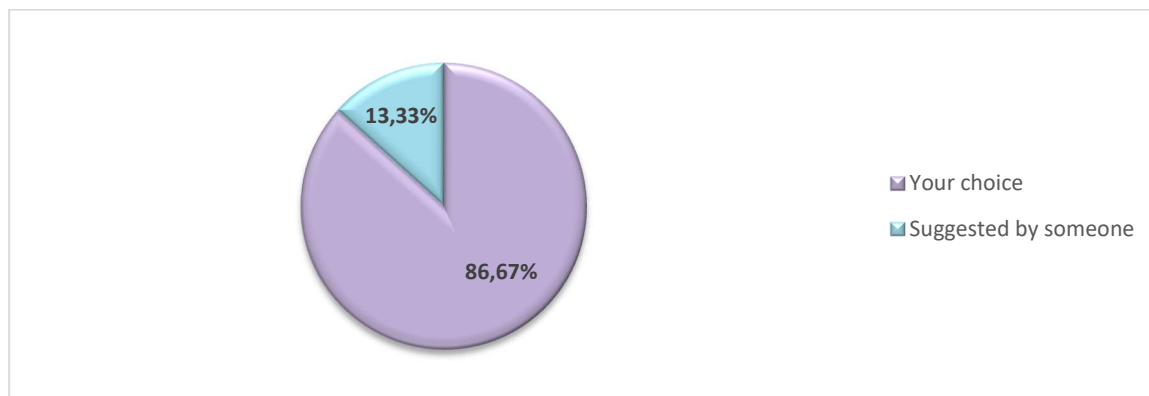


Diagram 04. Factors Influencing Participants' Decision to Study English.

Diagram 04 provides insights into how students made their decision to study the English language. Among the 60 students surveyed, the majority totaling 86.67% chose to study English entirely of their own accord. In contrast, only 13.33%, which equates to eight (08) students, cite that it was someone else who motivated them to study English.

Question (5): How do you keep yourself motivated to learn a language? Can you provide us with more details, please?

In examining the responses to the question on language learning motivation, it became evident that EFL learners employ various strategies to keep themselves motivated. A significant number of participants express a preference for media-based methods, such as watching films, podcasts, and YouTube videos, highlighting the immersive experience of hearing native speakers and their accents as a motivational factor. Additionally, some learners turn to music for language practice. In contrast, a minority indicate their motivation stems from reading novels, books, and articles. Notably, social interaction play a role with students, as confirmed

by one of the research participants “I keep myself motivated to learn English language by chatting with others and make friendship with native speakers, which encourages me to practice this language more and learn about it more”. Learners want to surround themselves with fluent speakers as a motivating experience. Further, exploration revealed that these strategies effect skill improvement, particularly through the acquisition of new vocabulary and enhanced pronunciation awareness.

Question (6): Do you enjoy learning English?

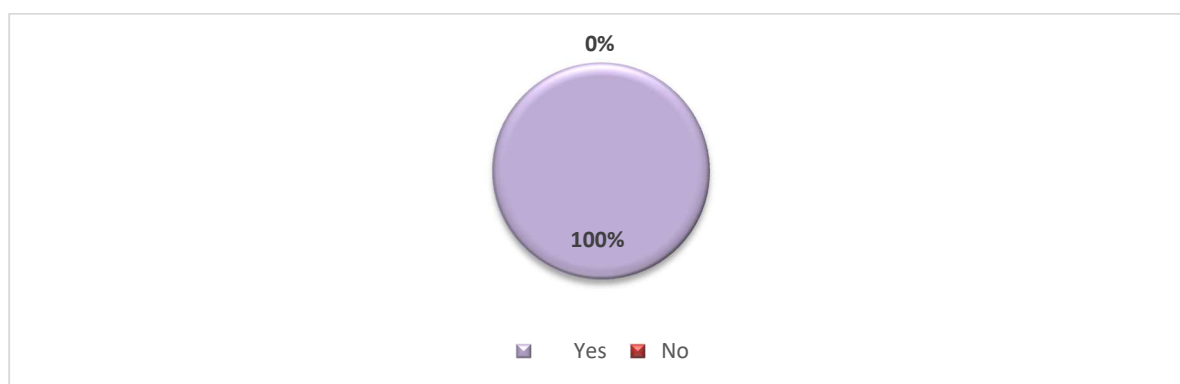


Diagram 05. Student Satisfaction with Learning English

As can be seen in diagram 05, all the 60 participants, which represent 100% of the sample, responded with “yes”, indicating their enjoyment learning English. That is to say, the collective excitement among the participants emphasizes their genuine interest in learning English.

Question (7) : Is reading important in your educational course?

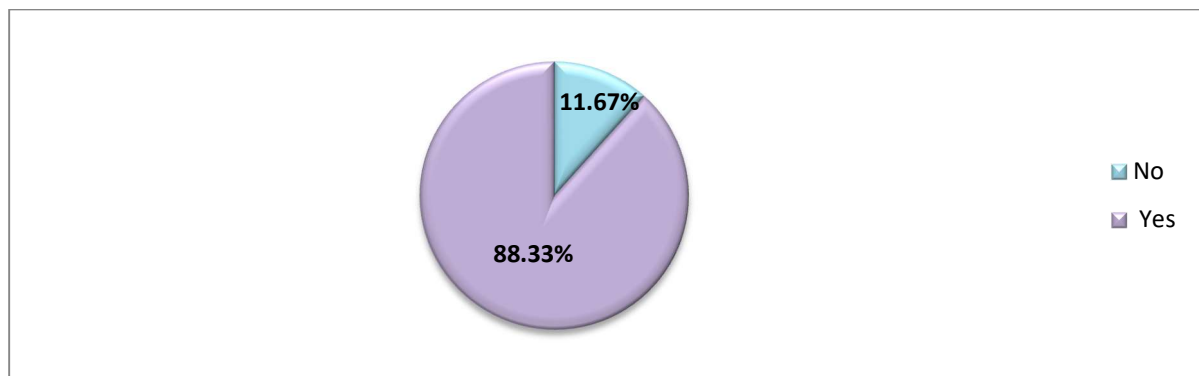


Diagram 06. The Perceived Importance of Reading in The Educational Course.

Regarding question 7, which inquired about the importance of reading in the students' educational course, the data reveal a strong preference among the participants. A total of 53 out of 60 respondents, representing 88.33%, unequivocally state that reading holds a considerable importance in their coursework. Conversely, a minority, comprising 11.67% of the participants (7 individuals), assert that reading is not a crucial aspect of their educational curriculum. This indicates a strong consensus among the majority regarding the importance of reading in their education.

Question (8) : Are you interested in literature and reading literary texts?

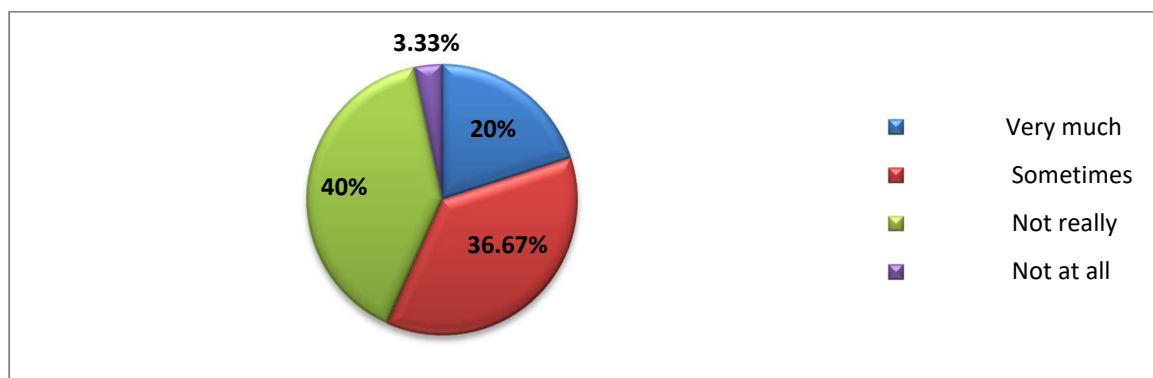


Diagram 07. Students' Interest in Literature and Reading Literary Texts

The results displayed in diagram 07, demonstrates that the highest percentages of students at 40% indicate that they are “not really” interested in literature. Following closely, 36.67% of students mentioned that they are interested “sometimes”. Meanwhile, 20% of students express a strong interest in literature, choosing “very much”. A smaller fraction, comprising 3.33%, indicated that they have “not at all” an interest in literature. This distribution underscores the varying degrees of interest among the students, with the majority falling into the categories “not really and sometimes”.

Question (9): What kind of literary texts do you enjoy reading? In case it is another type of literary works, could you please mention it for us?

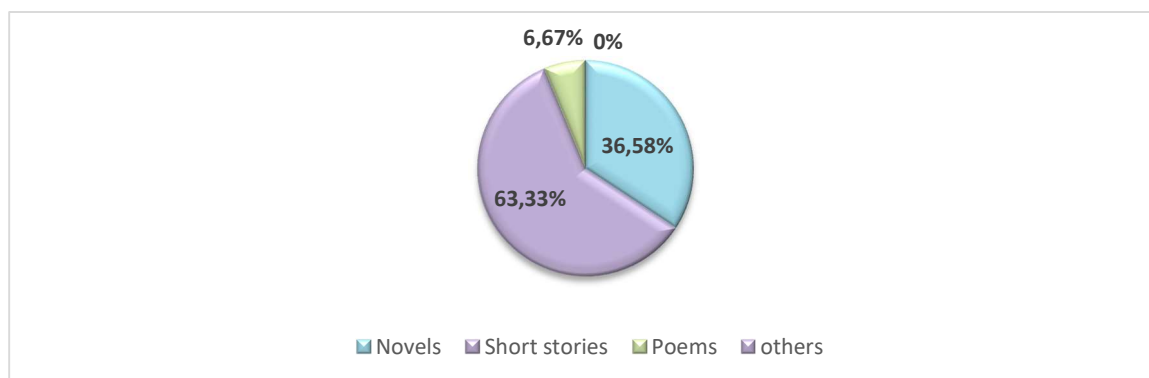


Diagram 08. Preferred Literary Texts and Alternative Choices for Reading.

As depicted in diagram 08, the analysis of students’ preferences for different types of literary texts reveals varying inclinations. A significant majority, constituting 63.33% of the respondents, favor short stories, while 36.68% express their enjoyment of novels. Poems, as shown in the diagram, receive a lesser degree of interest, with only 6.67% of students indicating a preference for this literary genre. As a second factor of the question, one student states, “I prefer audiovisuals than the written ones”.

Question (10) : Is reading literary works solely for pleasure for you, or is it primarily because it is included in the module’s syllabus?

The responses to question 10, inquiring about the motivation behind reading literary works, revealed a diversity of perspectives among the third year learners. Some students provide straightforward answers, with statements such as “because it is included in the module’s syllabus”, indicating that their reading is primarily guided by academic requirements. Conversely, others express a genuine passion for reading, as reflected in responses like “ it is for pleasure” or “ I have always enjoy reading, even before getting to university”. A subset of students convey a blended motivation, indicating that their reading serves both academic and pleasurable purposes. One student shares his opinion, “sometimes pleasure, sometimes because it is included in the module’s syllabus”. In contrast, a student candidly admits feeling disinterested in reading, stating “actually, I feel bored when I read, if it is included in the module’s syllabus, I will directly watch a short explanation on YouTube”. These diverse viewpoints underscore the complex interplay of factors influencing student’s motivation with literary works, encompassing both academic obligation and personal enjoyment.

Question (11) : According to you, what are the different factors that demotivate you to read literary works?

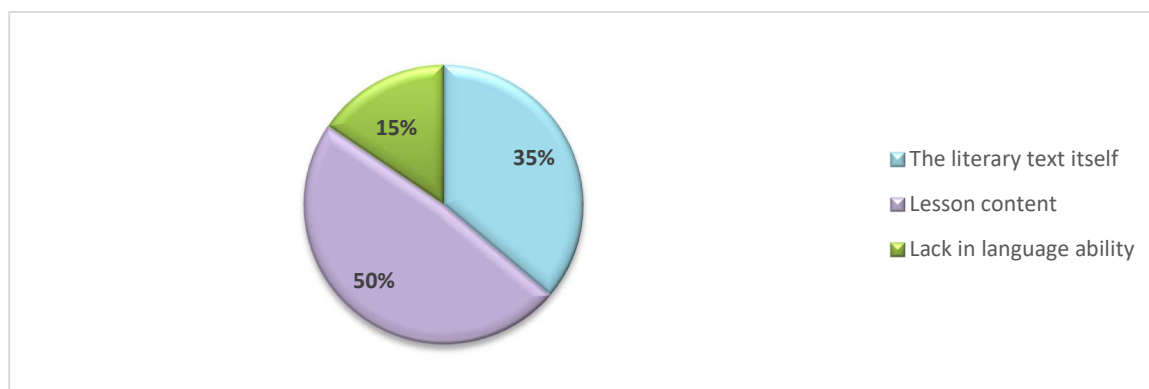


Diagram 09. Factors Demotivating Students to Read Literary Works.

Diagram 09 provides insights into the factors that demotivate students from engaging with literary works. In response to the inquiry regarding the factors contributing to their demotivation, students' answers reflect various influences. Concerns related to the literary texts itself are selected by 35% of students as a demotivating factor. Meanwhile, 50% of students point to lesson content as a primary source of demotivation. Additionally, 15% of students acknowledge that their limited language ability plays a role in their lack of motivation. These insights shed light on the multifaceted factors that can influence student's motivation levels when it comes to reading literary works, with lesson content emerging as the most frequently mentioned factor.

Question (12) : In which way do your teachers motivate you to read literary texts?

The question regarding how teachers motivate their students to engage with literary texts highlight a diverse range of approaches used by educators. One student mentions, "teachers motivate us by drawing connection between the given literary texts and another that shares similarities, or by suggesting we watch a movie adaptation of the book, which naturally prompts us to seek out the book". Another student states, "teachers inspire our interest in literary texts by providing concise summaries or recommending video content like films or videos that offer insights into the text". An additional student claims, "our teachers encourage us reading by facilitating discussion on the literary texts, allowing us to collectively explore the content". A fourth student highlights, "teachers create suspense by telling us a part of climax and let us to complete the rest of the story by reading". These diverse perspectives underline the multifaceted strategies employed by literature teachers to inspire their students to read literary works, encompassing thematic associations, multimedia recommendation, interactive discussion, and emotional motivation.

Question (13) : Do you watch any films in English?

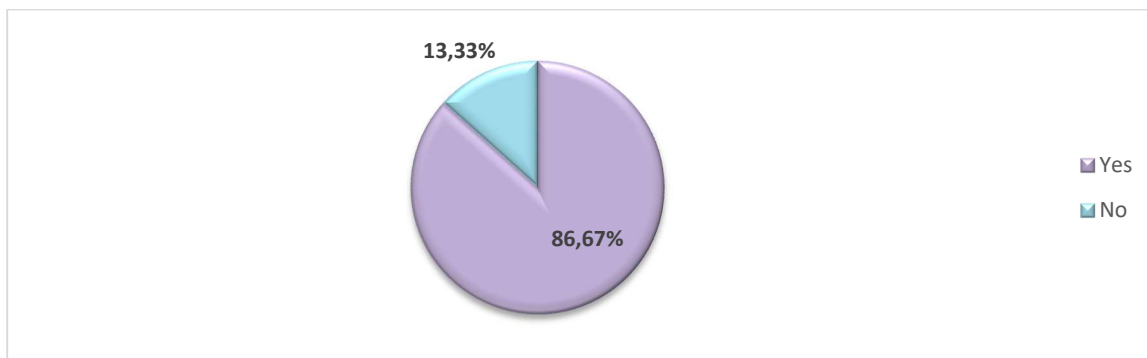


Diagram 10. Students' Views on Watching films in English.

In response to question 13, as depicted in diagram 10, a significant majority of participants, comprising 86.67%, responded affirmatively, indicating their interest in watching films in English. In contrast, a smaller proportion, totaling 13.33% of the students, answered negatively, indicating that they do not engage in this practice. This distribution highlights the prevalent enthusiasm among the majority for English language films as a form of language exposure and enjoyment.

Question (14) : What is your aim from watching films in English?

The student's responses to the question regarding their aims in watching films in English reveal a common thread of language improvement and skills development. Many students express a desire to enhance their pronunciation, citing that films provide a platform to refine their spoken English. Moreover, several participants highlight their aspiration to improve their English skills, particularly in listening and speaking, by immersing themselves in the native speakers' environment. Furthermore, some students emphasize their intention to grasp different accents and expand their vocabulary. Some answers are "I watch movies to improve my skills in English, especially in speaking and listening, as I can learn from native speakers"; "primarily, I watch movies to learn the desired accent expand my vocabulary, and become accustomed to

the language because, for me the language in movies is more accessible than that in books”, and “ I watch movies to learn different words and build a strong vocabulary while also striving to improve my accent”.

Question (15) : Do you think watching films in English has a beneficial effect on improving your English language skills?

A number of participants respond with “yes”, affirming the positive impact of films on their language proficiency. Some students elaborate on their answers by emphasizing the acquisition of new vocabulary and expressions through movies. For instance, one student notes, “yes, I think so because by watching films, you will get to know a lot of new words and expressions”. Others highlighting the overall advantages citing improvements in language skills, vocabulary, and accent, such as “yes, watching films in English has a beneficial effect on improving my language skills, vocabulary and accent”.

Question (16) : Are you interested in reading literary works if the teacher uses films as a part of the teaching materials ?

The students’ responses to the question regarding their interest in reading literary works when teachers incorporate films into their teaching materials exhibited a range of perspectives. One of the students states, “I think that is the best way [sic.] that teachers may use to motivate us to read literary works”. Another student recognizes the benefits, saying, “of course, using movies is helpful for a better understanding of works in literature, especially when it concerns medieval literature, which seems difficult to read”. However, not all the students share the same sentiment, other participants indicate a preference for films over reading, saying, “no, I am not interested at all, I prefer watching movies better than reading”.

Question (17) : Do you agree that watching films motivates students to read literary works?

Please, say why ?

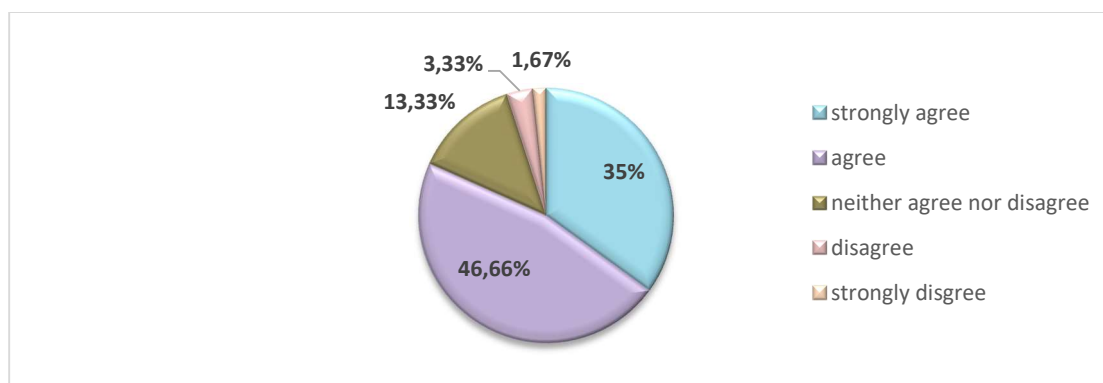


Diagram 11. Students' Perspectives on Films as Motivators for Reading Literary works.

Diagram 11 demonstrates students' agreement regarding whether watching films serves as a motivation for them to engage in reading literary works. The data presented indicates that a small fraction, specifically 1.67% of the participants expressed a strong disagreement with the statement, while 3.33% held a disagreeing view. A larger portion of responses, at 13.33% adopted neutral stance, while a significant 46.67% of students agreed with the statement. Furthermore, a notable segment of the respondents, constituting 35%, strongly concurred with the notion that watching films motivates them to read.

Question (18) : Is the use of films essential in reading literary works?

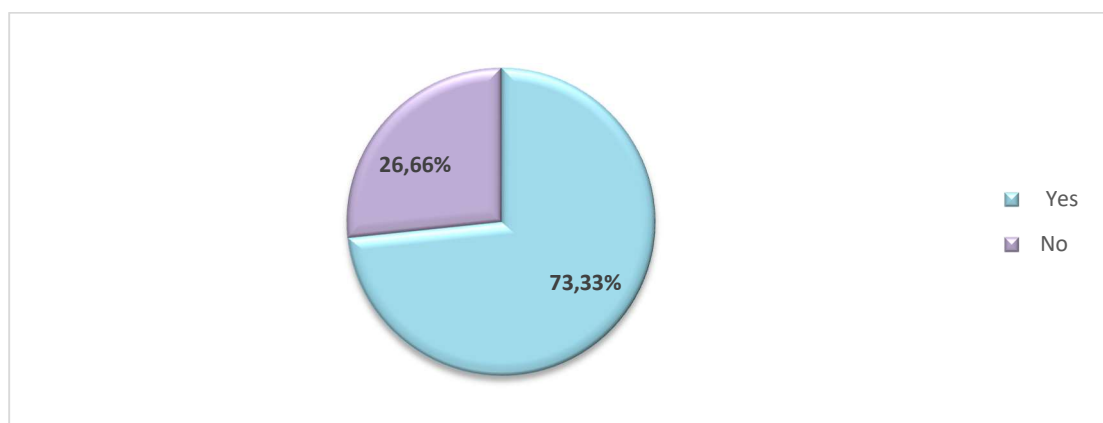


Diagram 12. Perceived Importance of Films in Enhancing Reading Literary Works.

The findings depicted in diagram 12 indicate that a significant majority of the students, comprising 73.33%, believe that incorporating films is crucial in understanding literary works. Conversely, 26.66% of students hold a contrasting perspective, asserting that the use of films is not essential for comprehending literary works.

Question (19) : Do you think the introduction of films in classes would affect positively on the willingness of the students to read literary texts? How?

The responses provided by the learners reflect generally a positive outlook on the introduction of films in classes as a means to enhance students' willingness to engage with literary texts. Some students emphasize the importance of the teachers' motivation. They believe that when teachers effectively motivate students to read literary works by encouraging them to explore the details found in books more deeply, this has a positive impact. As one student expresses, "introducing movies in classes effects positively if teachers motivate us to read the literary works, like helping us to find more details in books and considering movies as an initial step for learning about literary works". One student articulates this perspective, saying, "I think so, we become more curious about that theme and become more motivated to research[sic.] that work".

2. The Presentation of the Results from the Teachers' Interview

Question (1): To what extent are your students interested in reading novels and other literary works?

In response to the question regarding the extent of students' interest in reading novels and literary works, one teacher (Teacher C) sheds light on a concerning trend. Teacher (C) observes that in recent times, there is a noticeable decline in students' enthusiasm for reading traditional hard copy novels and literary texts. Instead, many students are opting for digital

resources, such as social media and PDF (Portable Document Format) versions of texts. This shift in preference is attributed to factors like cost and availability.

Question (02): Has it always been the case? Or have you noticed any positive or negative change?

Each of the five teachers (Teacher (A), T (B), T (C), T (D) and T (E)) unanimously concur that there has been a significant shift in students' reading habits and interests overtime. They collectively acknowledge that it has not always been the case that students were good readers, and highly interested in the world of literature. This transformation in students' reading behaviors is attributed to the rise of the internet.

Question (03): In case of a negative change, what could be the reason(s) that pushed the students to read less literary work?

The responses from the literature teachers regarding the reasons for students reading fewer literary works suggest a common theme related to the influence of technology. Teachers consistently point to the easy accessibility of summaries and analyses on the internet as a key factor contributing to the negative change. They emphasize that students now have the option to find quick and readily available information online as Teacher (A) says “ perhaps, the easy access to summaries, either on YouTube or any other website, made it less appealing to read the long, sometimes complicated novels”. Additionally, technology and the internet are mentioned as the primary factors responsible for transforming students' preferences and behaviors when it comes to read literary works.

Question (04): Do you use any strategies to motivate your students to read novels and other literary works? Could you, please, provide us with some examples?

The teachers provide diverse responses to the question regarding their strategies for motivating students to read novels and other literary works, Teacher (A) occasionally suggests watching adaptation if available, while Teacher (B) mentions not using any specific strategies. Teacher (C) uses audiovisual aids to teach African literature, incorporating a play by Kateb Yacine and film versions of Semben Ousmane's "Xala", among others. Teacher (D) emphasizes the importance of assessments and homework assignments to raise students' awareness of literature and connect it to real-life experiences. Finally, Teacher (E) employs psychological motivation, guiding students and emphasizing specific, less-explored aspects of literary works to foster critical analyses.

Question (05): Do you think that using extracts from films as a teaching method would motivate students to read literary works?

All teachers are in consensus that using film extracts as a pedagogical approach would serve as a motivating factor for students to engage with literary work. Teacher (C) and Teacher (D) strongly believe that using film extracts can be highly effective teaching method, especially with new generations who are technology- oriented. They emphasize that visualizing novels or other literary works through films can engage students more effectively. Additionally, Teacher (D) also expresses a positive view. Teachers mention that it can be one of the most interesting methods to motivate and capture students' attention to literature. Teacher (D) specifically highlights the importance of using significant scenes from novels that punctuate key events.

Question (06): Do you believe that watching novel-based films, in general not necessarily during the lectures, would increase the curiosity of the students to go back and read detailed stories (literary works)?

The teachers' responses to the question regarding the impact of watching novel-based films on students' curiosity to read detailed literary works varied. Teacher (A) expresses a belief in the positive influence of films on students' curiosity. Teacher (D) emphasizes the importance of using films during lectures to increase students' interest, encourage discussion and engage peer debates. Finally, Teacher (E) discusses the integration of films as artworks in classes aiming to break monotony and encourage students to read by drawing parallels between films and literary texts.

Question (07): Would you adopt this method in your lectures as a way to bring your students back to reading literary works (i.e. hard copies)?

All the teachers agree that adopting the method of using movies and novel-based films in their lectures is a highly effective way to motivate their students to read the literary works. Teacher (E) shares a positive experience with this method, highlighting its ability to inject new energy into students and break the monotony of traditional lectures.

Conclusion

In this chapter, we present the outcomes derived from the questionnaires administered to third-year students in the English department at Mouloud Mammeri University of Tizi-Ouzou, and the structured interviews given to literature teachers. The research findings indicate that films play a significant role in motivating English as a Foreign Language (EFL) learners to engage with literary texts. Teachers also acknowledge the effectiveness of incorporating film extracts into their teaching methods.

Chapter Four
Discussion of the
Findings

Introduction

This chapter discusses a study conducted among third-year English department licence students at Mouloud Mammeri University of Tizi-Ouzou. This chapter provides insights from both the questionnaire responses and the structured interviews conducted with literature teachers. This chapter is divided into two sections. The first section focuses on the examination and discussion of the questionnaire. The second section delves into the interpretation of the findings from the five interviews with literature teachers.

1. Discussion of The Student's Questionnaire

1.1 Perceptions of EFL Learners

In this section, we explore the perceptions and motivation of EFL learners in the context of using films as a teaching tool to motivate them to read literary texts. The findings discussed are based on responses from the questionnaire distributed to third-year licence students at the English department of MMUTO. The data reveals positive results concerning students' familiarity with films as a teaching tool to motivate them to read literary texts/works.

1.1.1 Motivational Strategies

Findings from the questionnaire reveal that students employ various strategies to stay motivated with a strong preference for media-based methods. The responses to question 5 demonstrate that participants employ a variety of strategies including watching movies, listening to podcasts, and YouTube videos as their preferred approach to language skills improvement. They find immersion in native speakers' accents and interactions highly motivating. In general, most participants express the belief that technology should be utilized to keep themselves motivated. Incorporating technology inspires English students to enhance their educational achievement in English. Beyond traditional teaching methods, technology

provides numerous educational prospects, as Cutter (2015) has already noted, students exhibit higher motivation levels when they engage with computers and use modern devices compared to when they work with traditional textbooks. Through the use of modern devices such as films, learners are exposed to the English language and are given the opportunity to improve their pronunciation and even their ability to read.

Additionally, the high level of enjoyment among all participants (see diagram 5), underscores the role of intrinsic motivation in learning English. Intrinsic motivation refers to the motivation that comes from, driven by personal interest, satisfaction, and the joy of learning. When students enjoy the process of learning, it can lead to more effective and long-lasting language acquisition. The fact that students are intrinsically motivated to learn English is an encouraging sign, as it can lead to better learning outcomes. Komiyama (2013) defines curiosity as the desire of an individual to explore and acquire knowledge about a particularly interesting subject.

The data also suggests that reading holds a considerable importance in students' educational courses as shown in diagram 6. This reflects the students' recognition of the relevance of reading in language learning. Reading is a tool for acquiring knowledge and finding enjoyment in literature and it allows learners to gain valuable insights in diverse ideas and knowledge from different time. (Bachman, 2000). The fact that students emphasize the importance of reading suggests that they understand its value in their language education. Relevance is a key factor in motivation language learning, learners are more motivated when they perceive a task as relevant to their goals, leading to an increase in their motivation (Dornyei, 1994). In this case, students see the relevance of reading in the context of their English language studies, and this recognition of relevance contributes to their motivation. When students find the activities and tasks relevant to their language learning objectives, it

increases their motivation to engage with those tasks, ultimately leading to better learning outcomes.

While there are varying degrees of interest in literature, the majority of the students fall into the categories “not really” and “sometimes” among students as shown in diagram 07. With the findings indicated in Diagram 08, students demonstrate distinct preferences in terms of literary text types. Some participants tend to choose short stories; this choice is influenced by the similarity between this genre and the texts they encounter in their classes. The assertion that people are more likely to select this genre because it resembles texts they encounter in their classes (Pressley, 2004). It also suggests that short stories are a common choice. This preference can be explained by their readability – short stories are relatively easy to read compared to longer and more complex literary texts. They are not too long or complicated to paraphrase, making them accessible and manageable for many readers.

Moreover, the participants are more likely to engage with and be motivated to read short stories because of their relevance to their educational experience. The texts they select resemble those they encounter in class, which makes these texts more meaningful and valuable in the context of their education. As Grabe (2009) asserts, every reader, reads with a specific goal in mind, however the essential aspect is the ability to establish connections between the information presented in the text and comprehending its meaning. Thus, readers approach texts with specific goals and actively connect information to derive meaning; an important aspect of this reading process is the resulting satisfaction. When readers successfully achieve their reading objectives and unlock the meaning within a text, they experience a profound sense of fulfillment. This sense of accomplishment is closely linked to satisfaction (Dornyei, 1994), which represents the positive emotional and cognitive state that accompanies successful goal attainment in reading. Satisfaction not only highlights the rewarding nature of the reading experience but also motivates readers to continue engaging

with texts. It reinforces intrinsic motivation and the sense of accomplishment, making the reading experience more fulfilling and enjoyable. When readers find satisfaction in their engagement with texts, it deepens their connection to the material and encourages them to explore more books, articles, or other forms of written content

1.1.2 Enhancing Motivation for Reading Literary works through Films

The motivation to read literary works appears to stem from a blend of academic obligations and personal enjoyment. Some participants read primarily for pleasure, while others do it due to academic requirements. A subset of students is motivated by both academic obligations and personal enjoyment. In diagram 9, students cite various factors including their issue about literary texts and lesson content, as demotivating factors. Language limitations are also mentioned, underscoring the need for language support. Learners need a content that resonates with their interests and goals. Thus, students who are motivated to read literary works purely for pleasure, their motivation is intrinsic, stemming from their personal interest and enjoyment of the content. As cited by Deci & Ryan (1985) learners who possess intrinsic motivation will definitely participate in an activity without the presence of external or internal pressure, even in the absence of any anticipated reward. These learners find intrinsic satisfaction in reading and see it as a fulfilling and pleasurable activity. Grabe and Stoller (2001) argue that an individual's internal motivation, belief in their own capabilities, and their expectations of achieving success are strong predictors of both the quantity of reading and the development of reading comprehension. Some students are motivated to read literary works because they are part of their academic requirements. They might not have a personal interest in these works, but they are compelled to engage with them due to course syllabus or academic expectations. This aligns with the concept of extrinsic motivation, as Deci and Ryan (2000) argued extrinsic motivation refers to the factors that are associated with the goal of

engaging in an activity to obtain specific external rewards, where external factors drive learners to participate in a task.

Question 12, the strategies employed by teachers to motivate students to read, such as drawing connections with films and facilitating discussions and creating suspense, resonate with these strategies' aim to pique students' interest. Teachers use various methods to attract students' attention, make the content relevant and ensure their satisfaction. Furthermore, students' enthusiasm for watching films in English highlights the potential role of films as a motivating tool. The results indicate that a significant majority of participants express motivation when it comes to using films as shown in question 15. This is evident from their enthusiasm for watching films in English, which underscores the potential of films as a motivational tool. It can be concluded that most participants have a keen interest in watching English-language films, showing a high level of engagement with the language through audiovisual media. Additionally, many students believe that watching films in English has a positive impact on their language skills, particularly in terms of vocabulary and pronunciation, which, in turn, boosts their motivation. Diagram 10 further supports these findings, with 46.77% of the participants who agree that watching films motivates them to read literary works, while a smaller group of students disagreed with this notion.

Regarding, students' interests in reading literary texts with the use of films, students have varying opinions about reading literary works when teachers incorporate films into teaching materials. Some see it as a valuable method, while others prefer films to reading. Through question 17, students express varying levels of agreement with the idea watching films motivates them to read literary works. Our study also revealed that the highest proportion of our participants agree with 46.66% (see Diagram 11), indicating the potential of films as motivators. Ismaili (2013) suggests that films serve as both an enjoyable form of entertainment and a valuable resource for language acquisition. In addition, students find the

incorporation of films into teaching materials are a valuable method. They see that it is as a way to enhance their understanding of complex literary texts and make the reading experience more enjoyable.

1.1.3 Demotivating Factors in Reading Literary Works

The findings of this work focus also on the factors that demotivate students from engaging with literary works. Students' demotivation is influenced by several factors, reflecting the complexity of their reading experience. The findings from the question (11) highlight three factors: concerns related to literary texts, issues with lesson content, and limited language ability. Some students express concerns about the literary texts themselves as a demotivating factor. We deduce that complex texts often require more cognitive effort to understand for that when students encounter challenging texts they may become frustrated with their inability to comprehend them fully. This frustration diverts their interest away from the text itself and lead to negative emotions, making it difficult to stay engaged, also, their sheer complexity of the text can lead to a loss of interest. Students might find themselves more focused on decoding the texts rather than immersing themselves in the story, characters or themes. Thus, to address these issues and enhance students' curiosity to face complex of literary texts, educators can employ several strategies such as breaking down lengthy and complex texts into manageable sections making the reading experience less overwhelming. In addition, educators might provide support to help their students navigate challenging parts of the texts as stated by Choo (2006) as the use of films can serve as a valuable means to assist students in comprehending the application of literary techniques in written prose. As a second factor, demotivating students from reading literary works is lesson content. The research reveals that the way literary works are taught or presented in classes can be uninspiring for some students.

Furthermore, the students' perceptions of the relevance content plays crucial role in their motivation. All students fail to see the practical relevance or value of literary works in their learning experience. Their motivation can indeed diminish this context; relevance means the perceived connection between what they are learning and their real life situation. The last factor, a portion of the students in our research expressed that their limited language ability is a significant demotivating factor for students when approaching literary texts. When students perceive their language skills as insufficient for comprehending complex literary works, it can create a sense of inadequacy and frustration. When students lack interest in their language skills, they may hesitate to engage with challenging texts. English literature presents challenges that may not be immediately apparent to many students like language complexity, cultural misunderstanding, and a lack of interest and motivation (Arabi, 2012). This lack of interest can create a negative cycle. Students may perceive themselves as disinterested and, therefore, assume that they lack the competence to appreciate or understand literary works. Teachers can play a crucial role in supporting students by providing language assistance, offering vocabulary lists, or using simplified versions of texts. These strategies can help students gradually build their language proficiency and, in turn, boost their confidence and interest. In the framework, confidence refers to learners' beliefs in their own capabilities to succeed. When students doubt their language abilities and their capacity to understand literary texts, their motivation can suffer. Teachers can help students develop this confidence by providing appropriate support.

1.1.4 The Impact of Films in Teaching

Question 16 explores the impact of using films as a part of the teaching materials. A number of students express their belief that this approach is valuable for motivating them to read literary works. This suggests that integrating films into the teaching process can indeed

enhance students' willingness to engage with literary texts. In addition, question 19 underscores the potential of using film extracts as a dynamic teaching tool to stimulate students' interest in reading literary texts. Educators should consider incorporating relevant film clips into their lessons, aligning them with the literary works they plan to cover. By strategically selecting scenes that mirror key elements of the texts, teachers can create a bridge between visual and written storytelling, making the content more engaging for students.

Furthermore, to address the relevant issue, educators can emphasize the practical applications of literary works in language learning and culture. By illustrating how these texts contribute to real-life situations and contemporary issues, teachers can demonstrate the direct relevance of the material. This approach can inspire students to view literary works as valuable assets in their language learning experience. Moreover, some students lack confidence in their language abilities when confronted with literary texts. Educators can take proactive steps to support these students by providing additional resources such as vocabulary lists, simplified versions of texts, or language development exercises. This approach assists students in gradually improving their language proficiency and, in turn, boosts their confidence to engage with literary works more effectively.

2. Discussion of the Teachers' Interview

2.1 Attitudes of Literature Teachers

Based on the findings from the teachers' interview, it is evident that literature teachers generally hold a positive attitude towards using films as a motivational tool to encourage their students to read literary texts. The responses and insights from the teachers reveal this positive attitude in several ways:

Literature teachers, in response to questions about the use of films to motivate students to read literary texts, generally exhibit a positive attitude towards of this approach. They recognize the evolving reading habits of students and how technology and the internet have influenced their preferences. While there is a consensus that there has been a noticeable decline in students' enthusiasm for traditional hard copy novels, the teachers view the integration of film extracts and novel-based movies as a promising solution. They acknowledge that students are increasingly technology-oriented, and using films aligns with the changing dynamics of education.

According to their experience as literature teachers, they believe that using film extracts, as a pedagogical technique, would be motivating for students. They emphasize the potential effectiveness of visualizing novels or literary works through films. This reflects their positive attitude toward using films in their lectures to enhance their students' motivation to read literary texts.

Moreover, the teachers recognize that the easy accessibility of summaries and analyses on the internet has contributed to students' reduced interest in reading long and complex novels. They view films as a way to rekindle students' curiosity for detailed literary stories. By bringing narratives to life on screen, they believe students will be more inclined to engage with the written works. This perception aligns with the idea that films can serve as a gateway to encourage students to dive deeper into literary texts.

Literature teachers convey an overwhelmingly positive attitude towards integrating films into their lectures as a means of motivating students to engage with literary texts. Teacher A, for example, emphasized the role of films in sparking students' curiosity, stating, "I occasionally suggest watching adaptations if available, it's a great way to get students into the world of the book. It's like a visual teaser that sparks their curiosity." Teacher D argues,

"Movies can be one of the most interesting methods to motivate and capture students' attention to literature, especially with new generations who are technology-oriented." Such enthusiasm demonstrates a genuine belief in the effectiveness of film extracts to invigorate students' interest in literary works, by enhancing their students' attention and making literature more relevant to their language learning experience. Dörnyei (2001,p.16) asserts, “ teachers skills in motivating learners should be seen as a central to teaching effectiveness”.

Finally, literature teachers view films as a contemporary and effective teaching tool that can capture students' interest and curiosity and bridging the gap between the digital age and traditional literature. These perceptions support the notion that using films in education can enhance students' motivation to read literary works

2.2 Motivational Strategies

Literature teachers shared a spectrum of motivational strategies they employ in their teaching methods, each aims at fostering students' interest in literary texts. For instance, Teacher C incorporates audiovisual aids to teach African literature, explaining, "I use film versions of literary works like Semben Ousmane's 'Xala.' which provides a different perspective and engages students who may find traditional texts challenging. Teacher D emphasized the importance of assessments and homework assignments as tools to raise students' awareness of literature and connect it to real-life experiences. They noted, assignments that relate to the literary works create a sense of relevance and demonstrate the practical application of language skills. Teachers anticipate that the integration of visual and auditory elements through films will capture students' interest and curiosity. They believe that by visualizing narratives, students will be more likely to connect with the content and feel a sense of fascination. According to Auberg (2017), compared to conventional teaching methods, students find that utilizing films as resources for language learning enjoyable and

enhances their motivation. This expectation aligns with the concept of expectancy in motivation. Thus, teachers expect that the visual and auditory appeal of films will enhance students' belief in their own capabilities to engage with and understand complex literary texts.

Conclusion

This chapter has discussed the findings of the study to provide answers for the research questions. In the first section of this chapter, we have discussed the students' questionnaire, which included the perceptions of EFL learners, motivational strategies, enhancing motivation for reading literary works through film and the demotivating factors of the students' reading literary works. The second section was the about discussion literature teachers' interview including their attitude and motivational strategies of using films to enhance their students reading literary works. This study confirms the effectiveness of using films as an educational tool to motivate EFL learners to engage with literary texts. Both students and teachers show positive perceptions and attitudes towards integrating films in EFL classrooms.

General Conclusion

The dissertation aims to explore the use of films as a motivational tool to encourage EFL students to read literary works. The primary aim of this research was to investigate the perceptions of EFL students and teachers at the University of Tizi Ouzou towards the inclusion of films as a motivator tool that may increase EFL students' motivation to read literary works. The additional aim was to investigate whether the use of films was effective on EFL learners to motivate them to read literary texts. The study was conducted in light of a theoretical framework based on Dörnyei's Motivational Framework of L2 Motivation (1994).

For the sake of answering the research questions and confirming or refuting the hypotheses suggested in the General Introduction, a mixed methods approach was adopted combining the quantitative and qualitative research methods. We administered a questionnaire for third year licence learners to gather their perceptions concerning the issue under the study, and we conducted a structured interview with literature teachers to understand their attitudes towards enhancing their students' motivation to read literary texts through the use films. As far as quantitative data are concerned, the statistical method was used to obtain statistical results. In addition, Qualitative Content Analysis (QCA) was used to interpret the qualitative data gathered from the open-ended questions of the questionnaire and the interview with teachers.

The findings, as depicted through the students' responses, confirm that films indeed play a significant role in motivating EFL learners. An impressive number of the participants expressed a keen interest on using films as a motivational tool to support their engagement with literary works. Notably, many students articulated their preference for media-based methods, such as watching movies, podcasts, and YouTube videos, to supplement their language learning experiences. They appreciated the immersive experience of hearing native speakers and various accents, enhancing their language skills and pronunciation. Language learners can approach literary works with a dual perspective as sources of enjoyment and as

valuable tools for language acquisition and cultural insight. Recognizing the dual value of literary texts can help learners stay motivated and engaged.

Teachers' perspectives were equally encouraging, highlighting their enthusiastic attitude toward integrating films into their teaching methods. Their innovative approaches included recommending film adaptations, facilitating discussion, and using extracts from films in their lessons. In an era profoundly influenced by digital resources, teachers recognized the need to bridge the gap between the digital age and traditional literature.

The hypotheses presented in the General Introduction of this research have been validated by these findings. Hypothesis 1, positing that the integration of films enhances students' motivation to engage with literary texts, has received strong affirmation, with nearly half of the participants agreeing that watching films motivates them to read. Hypothesis 2, proposing that teachers' use of films positively influences students' engagement with literary works, is also supported, with teachers emphasizing the effectiveness of film extracts and recommendations in their teaching methods. Hypothesis 3, which examines the impact of film exposure on students' motivation to read, has received significant support, contributing to our comprehensive understanding of how films can positively influence students' motivation with literary texts.

In sum, these findings emphasize the efficacy of using films as a dynamic educational tool, capable of motivating students and cultivating a renewed interest in literary texts. The majority of participants agreed that watching films motivated them to read, and believed that incorporating novel-based films is crucial in understanding literary works. This highlights the importance of selecting extracts from films that correspond with the content, making literary works more engaging and relatable.

This research reveals a promising path for educators, providing them with an opportunity to utilize the potential of films as catalysts for motivation, ensuring a smooth transition from the digital world to the realm of printed literature. By doing so, it stands to inspire a new generation of enthusiastic readers and learners in the field of English as a Foreign Language.

The discussion of the results of the study inferred from the students' questionnaire and the teachers' interview highlighted a generally positive attitude towards the integration of films into the EFL curriculum. Students expressed a favorable view of films as a means to enhance their understanding and motivation to read literary texts. These responses emphasize the potential of films as a tool to invigorate students' interest in traditional literary texts. Furthermore, when it comes to the impact of films in teaching, there was an agreement among students that watching films in English had a positive impact on their language skills. Teachers generally exhibited a positive attitude toward the use of films to motivate students to read literary texts. They recognized a change in the reading habits of students in the digital age and saw the integration of film extracts and novel-based films as a way to rekindle students' curiosity for literary stories.

It is hoped that our study has contributed valuable insights to the field of language education, specifically in the context of motivating EFL students to engage with literary texts using films. These findings can serve as a foundation for further research exploring the role of films as educational tools in language acquisition and literary engagement. We aim to inspire a new generation of educators to embrace the dynamic potential of films as a motivational bridge between the digital age and traditional literary treasures, fostering a deeper appreciation for the English language.

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Appendices

Appendix A: Students' Questionnaire

Dear Student,

We are Arkoub Wissem and Cherigui Karima , Master 2 students. Our study is about investigating the influence of the novel-based films on students to read literary works; supervised by Dr Kasdi. First, we would like to thank you for agreeing to take part in this questionnaire. The intentions from this questionnaire are completely professional; hence, be sure that your answers will be kept in the strict confidentiality.

Thank you for your cooperation

The questions:

1-You are:

Male Female

2-Your Age is:

Less than 25 between26 to 35 over35 years old

3- How long have you been studying English for?

8 years

9 years

10 years

12 years

4- Studying English was

Your choice

Suggested by someone

5- How do you keep yourself motivated to learn a language?

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.....
.....

-Can you provide us with more details, please?

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

6-Do you enjoy learning English?

YES

NO

7-Is reading important in your educational course?

YES

NO

8- . Are you interested in literature and reading literary texts?

Very much

Sometimes

Not really

Not at all

9- What kind of literary texts do you enjoy reading?

Novels

Short stories

Poems

Others

-In case it is another type of literary works, could you please mention it for us?

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10-Is reading literary works solely for pleasure for you, or is it primarily because it is included in the module's syllabus?

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11- According to you, what are the different factors that demotivate you to read literary works?

- a. The literary text itself
- b. Lesson content
- c. Lack in language ability

12-In which way do your teachers motivate you to read literary texts?

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13-Do you watch any films in English?

- YES
- NO

14- What is your aim from watching films in English?

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15-Do you think watching films in English has a beneficial effect on improving your English language skills?

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16-Are you interested in reading literary works if the teacher uses films as a part of the teaching materials?

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17-Do you agree that watching films motivates students to read literary works?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please, say why?

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18-Is the use of films essential in reading literary works?

- YES
- NO

19-Do you think the introduction of films in classes would affect positively on the willingness of the students to read literary texts? How?

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Thank you for answering!

Appendix B: Teachers' Interviews

Dear teachers,

This interview is designed to seek data as an accomplishment to a master's degree dissertation. We would be grateful if you could provide the current investigation with some pieces of information concerning the use of extract of novel-based movies to motivate EFL learners to read literary works. Your answers would be of a great value for the validity of this research. We truly appreciate your participation and willingness to share your time and expertise with us despite your overwhelming commitments and your busy schedules. We will keep your identity and your responses confidential.

The questions of the interview

Q1: To what extent are your students interested in reading novels and other literary works?

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Q2: Has it always been the case? Or have you noticed any positive or negative change?

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Q3: In case of a negative change, what could be the reason(s) that pushed the students to read less literary works?

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Q4: Do you use any strategies to motivate your students to read novels and other literary works? Could you, please, provide us with some examples?

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Q5: Do you think that using extract from films as a teaching method would motivate students to read literary works?

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Q6: Do you believe that watching novels –based movies, in general not necessarily during the lectures, would increase the curiosity of the students to go back and read detailed stories (literary works)?

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Q7: Would you adopt this method in your lectures as a way to bring your students back to reading literary works (i.e. hard copies)?

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Thank you