

**NEAR EAST UNIVERSITY**  
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**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**TEACHERS' AND STUDENTS' PERCEPTIONS TOWARDS LITERARY  
ADAPTATIONS IN EFL CLASSROOMS**

**MASTER THESIS**

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**Teachers' and Students' Perceptions towards Literary**

**Adaptations in EFL Classrooms**

**Master Thesis**

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**Nicosia**

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We certify that we have read the thesis submitted by Amanj Abdullah Saeed titled “Teachers’ and Students’ Perceptions towards Literary Adaptations in EFL classrooms” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

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## **DECLARATION**

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to the study.

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## **ABSTRACT**

### **TEACHERS' AND STUDENTS' PERCEPTIONS TOWARDS LITERARY ADAPTATIONS IN EFL CLASSROOMS**

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Literary adaptation to the screen is no longer a new tool for teaching language classroom, understanding how to use it effectively is now more important than ever. Therefore, this study examines the attitudes of teachers and students towards literary adaptations in EFL classrooms. It addresses to find out whether students enjoy watching literary adaptations at school and at home. Furthermore, the research investigates the attitudes of teachers whether using literary adaptations assists them to teach language skills.

This mixed method study was conducted with the participation of both teachers and students in the preparatory schools of Kurdistan Region-Iraq. In order to collect and evaluate the data, 457 students and 67 teachers participated in this study. The data was collected through two questionnaires for both students and teachers. The students' questionnaire consisted of 16 items whereas the teachers' questionnaire consisted of 19 items. The quantitative data were analysed descriptively by using SPSS 20 program in order to calculate the frequencies, percentages, means, standard deviations, t-test and ANOVA.

The results of the study showed that students enjoy watching literary adaptations through which they improve their language skills. However, the study revealed differences between students' perceptions on studying literary adaptations according to their gender, age, class, and school. Additionally, the study discovered that English language teachers had positive attitudes towards using literary adaptations in EFL classrooms.

**Key Words:** Literary Adaptations, Enjoyment, EFL classroom and Language skills.

**ÖZET**  
**ÖĞRETMEN VE ÖĞRENCİLERİN YABANCI DİL (İNGİLİZCE)**  
**SINIFLARINDAKİ EDEBİ UYARLAMALARI KAVRAYIŞLARI**

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“Edebiyatta ekrana uyarlama” artık dil sınıflarında eğitim vermek için yeni bir araç olmamakla birlikte, bu yöntemin etkili bir şekilde kullanımını bilmek şimdi her zamankinden daha da fazla önem taşımaktadır. Böylece, bu çalışma öğretmen ve öğrencilerin, Yabancı Dil (İngilizce) sınıflarındaki edebi uyarlamalara ilişkin tavırlarını incelemektedir. Öğrencilerin, evde ve okulda edebi uyarlamaları seyretmeyi nasıl bulduklarına yoğunlaşmaktadır. Buna ek olarak, araştırma, öğretmenlerin edebi uyarlamaları kullanmalarının kendilerine dil becerilerini öğretmelerinde yardımcı olup olmadığını, onların bu konudaki tutumlarının ne olduğunu da sorgulamaktadır.

Bu karma yöntem araştırma, Irak bölgesindeki Kürdistan hazırlık okullarında eğitim gören öğrenci ve görevli olan öğretmenlerin katılımı ile gerçekleştirilmiştir. Verilerin elde edilmesi ve bu verilerin değerlendirilmesi için 457 öğrenci ile 67 öğretmen bu araştırmaya katılmıştır. Veriler, öğrenciler ve öğretmenler için hazırlanmış olan iki adet anket yoluyla elde edilmiştir. Öğrencilerin anketinde 16 madde varken, öğretmenlerinkinde ise 19 madde bulunmakta idi. Nicel veriler, sıklıkların, yüzdeliklerin, ortalamaların, standart sapmaların, t-testinin ve varyans analizinin hesaplanması amacıyla, Sosyal Bilimlerde İstatistik Programı 20 kullanılarak tanımlayıcı bir şekilde incelenmiştir.

Araştırmanın sonuçları, öğrencilerin, dil becerilerini geliştirdikleri edebi uyarlamaları izlemekten hoşlandıklarını göstermiştir. Bununla birlikte, öğrencilerin cinsiyet, yaş, sınıf ve okullarına bağlı olarak ortaya çıkan, edebi uyarlamaları kavrayışlarındaki farklılıklar da araştırmada ortaya konmuştur. Araştırma, ayrıca, İngilizce öğretmenlerinin Yabancı Dil (İngilizce) sınıflarında edebi uyarlamaların kullanımına olumlu baktıklarını da göstermiştir.

**Anahtar Kelimeler:** Edebi Uyarlamalar, Hoşlanma/Yararlanma, Yabancı Dil (İngilizce) sınıfı ve Dil becerileri.

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## **ABBREVIATIONS**

<b>ANOVA</b>	:	Analysis of Variance
<b>BFI</b>	:	British Film Institute
<b>CLT</b>	:	Communicative Language Teaching
<b>EFL</b>	:	English as a Foreign Language
<b>ELT</b>	:	English Language Teaching
<b>KRG</b>	:	Kurdistan Region Government
<b>L1</b>	:	First Language
<b>MOE</b>	:	Ministry of Education
<b>NCET</b>	:	National Council of Teachers of English
<b>SPSS</b>	:	Statistical Package for Social Sciences
<b>TL</b>	:	Target Language

# **CHAPTER I**

## **INTRODUCTION**

### **Presentation**

As technology has become more accessible than ever before, using literary adaptations to the screen is beginning to emerge as a teaching tool in educational fields. At present, students grow up in an environment where most of their entertainments are provided through mass media (Hobbs, 2006). For this reason teachers can use mass media to inform students about any subject or materials relevant to a topic that students read from their texts (Buckingham, 2003). Therefore, this study examines the perceptions of teachers and students towards literary adaptations for the purpose of teaching and learning English language in the Kurdistan Region-Iraq. To begin, this chapter will present detailed information about the background of the study, the problem of the study, the aim of the study, the significance of the study, and the limitations.

### **Background of the Study**

It has been widely argued that studying story, novel, and other literary texts is important in educational pedagogy for two purposes. The first purpose is that it is a type of teaching that allows analysis of literary texts as literature; the second reason is that using literary texts has become a tool for teaching and learning English language (Vera, 1991). In recent years, the use of technology, especially films and television shows has increasingly become important tools for teaching in educational fields. Teaching with technology seems to influence teaching styles since it activates student-centred learning (Escalada, 1995) which is supposed to be used collaboratively within



educational settings. Therefore, film and television with viewing activities promote intensive language study especially in the communicative situations which encourage students to express their feelings, thoughts and develop self-awareness to interact with each other (Mekheimer, 2011).

Using literary adaptations in EFL classrooms is spreading and developing quickly day by day. Its importance cannot be ignored because it attracts students' attention directly and indirectly. According to Bahrani and Soltani (2012) because of the development of technology, people are able to get films easily. Bahrani and Soltani (2012) also state that "many researchers have underscored the pedagogical values of various audio-visual mass media programs to be incorporated into language learning. Among various programs, films turn out to be an effective teaching device to develop the language learners" (p. 497).

In spite of the fact that literary adaptations help students to understand the language of the story better, it can add visual context for the students, who have limited level of vocabulary and are unfamiliar with the terms that are used in classical literature (Smith, 2009). Moreover, watching literary adaptations can promote the process of learning by activating cognitive processing in students' knowledge, even if the learners seem to be behaviourally inactive (Mayer, 2001). According to Roell (2010), there are some reasons for teachers to incorporate literary adaptations in their classes and encourage their students to watch films in English classrooms, as shown in the following:

- Films combine pleasure and learning by telling a story in a way that captures and holds the viewer's interest.
- Films simultaneously address different senses and cognitive channels. For example, spoken language is supported by visual elements that make it easier for students to understand the dialogues and the plot.

- Students are exposed to the way people actually speak.
- Films involve the viewers, appeal to their feelings, and help them empathize with the protagonists.
- DVDs usually come with subtitles in English, which facilitates understanding and improves reading skills. (p. 2)

Literary adaptation provides a strong shared group experience and relates the illusions of the texts to the reality. It provides a realistic discussion as perhaps no other medium can (Watson, 2003). Most of the literary adaptations in film and television show the views of a world that people already recognize them like: walking, driving, and talking. From studying of literary adaptations “students can develop and articulate appropriate critical responses” (Watson, 2003. p.16) that provide realistic listening practice and students interest in stimulating language learning. Watching films promote students’ awareness of a particular language through some activities which are presented by teachers and carried out by students. Furthermore, Fehlman (1996) states that “without equally developing viewing skills along with reading, writing, and speaking, it seems that the notion of whole language is fragmented and incomplete” (p. 43). Integrating viewing skills needs to be included as a valuable component in whole language instruction. Therefore, viewing can be regarded as a support for teachers to teach other skills.

Using literary adaptations integrated in classroom activities can be regarded as a valuable material to facilitate the teaching of foreign language skills without separating receptive (reading, listening) and productive (speaking, writing) skills. In addition, teaching and learning the four language skills should not be treated separately since they all complete each other in communication (Sherman, 2003).

### **Problem of the Study**

As a result of several of technological developments, studying literary texts through textbooks is now insufficient. The traditional means of teaching and learning is no longer the only option in learning a language. Students face challenges in understanding the literary texts in the preparatory schools of Kurdistan Region-Iraq. This is because students arrive in the preparatory schools “with many English language problems: poor comprehension, limited vocabulary, slow reading, bad grammar, non-existent conversational skills” (Stewart, 2006. p. 1). For this reason, it is compulsory to apply new methods to motivate learners and improve language learning. This can be realised through literary adaptations within the course books. If used along with the textbook, literary adaptation is believed to make teaching easier and provide better opportunities for learners to improve their English language skills. Therefore, it becomes a necessity to carry out a research to find out more on literary adaptations when used along with course books.

### **Aim of the Study**

The aim of this conducted research study was to examine the teachers’ perception and students’ opinion concerning literary adaptations in EFL classrooms. In order to reach this aim, the following questions were asked as part of the research:

1. What are students’ attitudes towards the study of literary adaptations in EFL classrooms?
2. According to students, does the study of literary adaptations assist them to improve their language skills?
3. What are teachers’ attitudes towards the use of literary adaptations in EFL classrooms?

4. According to teachers, does the use of literary adaptations assist them to teach the language skills?
5. Are there any statistically significant differences between teachers' and students' perceptions of literary adaptations and their age, gender, school, class and teaching experiences?

### **Significance of the Study**

This study aims to present the benefits of using literary adaptations in EFL classrooms to improve students' language skills. It focuses that literary adaptations should be integrated in learning language to get better results.

The study also sheds further light on the pedagogical study of utilizing literary adaptations as a source of language input in developing language proficiency. Furthermore, this study focuses on using literary adaptations for learning language skills communicatively more than using literary adaptations for the purpose of literary analysis. When a literary text becomes a film adaptation, the changes that have been done by the scriptwriters and the differences between the written text and the film version create an environment that enables students to improve their language skills through the class discussions. It supports the idea that students learn various accents from the language of the actors through imitations and it enhances students' motivation to be familiar with the world of films and to the literary adaptations (Roell, 2010). The study also argues that literary adaptations should be implemented as a kind of visual aids after reading the text, in order to help students understand the text better (Koksal, 2004).

**Limitations**

The study was limited in its findings in the following ways:

1. This study was limited to get data only in Kurdistan Region-Iraq, the cities of Erbil, Duhok and Sulaimaniah.
2. The participants were from the preparatory schools only in the grades 11<sup>th</sup> and 12<sup>th</sup>.
3. Only those preparatory schools in which teachers were using literary adaptations in English language classes were included in the study.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Historical Background**

For the first time, two scientific researchers, Thomas Edison and William Dickson, around 1890, created the moving film image. These scientific researchers used films to capture scenes of real moving images. Then, Lumiere brothers of France developed this technology, which was similar to Thomas Edison and William Dicksons' inventions. This allowed them to record the routines of daily life, particularly street scenes (Young, Long & Myers, 2010). Later in the 20<sup>th</sup> century, *The Jazz Singer* made history in 1927 as the first dialogue feature in motion picture, and the first musical film with sound. *The Jazz Singer* was an American musical film and the first feature-length motion picture with synchronized dialogue sequences directed by Alan Crosland and produced by Warner Bros. The film is based on *The Day of Atonement*, a play by Samson Raphaelson (Tankel, 1978).

Following the development of this technology, the National Council of Teachers of English (NCTE) recognized this medium officially in 1932, and suggested that teachers could use literary adaptations in English classes as a study guide (Young, Long & Myers, 2010). The practice of using film in educational fields was first not well received by teachers because they thought that film was the substitution of teacher and time filler, which had less importance than the printed texts (Hobbs, 2006). Then, films secured their position and teachers routinely used them in their classrooms as means of illuminating written texts (Sheridan et al., 1994). After that, the British Film Institute (BFI) began to publish short series of books as a guide for teachers, which were describing their work in film and television studies. Among these series of books: *Film*

*Teaching* (1964), *Talking about Television* (1966) and *Talking about the Cinema* (1966) were widespread. In 1966, the BFI also published *Film Making in Schools and Colleges*, which was about the “connection between the development of practical and creative skills the language in use and studying the films made by professionals” (Watson, 2003. p. 5). These publications illustrated the significance of using literary adaptations in teaching and learning and they were like a guide for teachers on how to use film at their teaching courses. Then, Boyum and Pradl in 1974 attempted to find appropriate context in teaching with films. Their discussion gave a guideline for teachers in order to be able to use literary adaptations in the instructional environments (as cited in Smith, 2009).

Watson (2003) points out that literary adaptation has been studied earlier, but the “resources that weren’t available in the 1960s, and were scarcely available in the 1970s, were sufficiently widespread by the end of the 1980s for new approaches to be initiated” (p. 9). Mekheimer (2011) indicates that the use of video boomed in the late 1970s but published media-based material appeared commonly in the 1980s.

One of the widespread approaches to study a literary text is the analysis of the text through literary adaptations. It can be seen that the sources of many literary adaptations are frequently derived from literary sources (Ayan & Cubukcu, 2009). In addition to that, films can be regarded as valuable learning resources that demonstrate aspects of spoken language and pronunciation. Moreover, films provide opportunity for students to hear idiom, slang, and regional accents that are commonplace among native speakers in everyday interactions (Stewart, 2006). While viewing a film, students have the chance to observe non-verbal language such as the speaker's tone, facial expression, and gestures (Koksall, 2004). On the other hand, many websites are designed for teachers and students to comment, download, and share their knowledge and experience

regarding the textbooks and the films as parts of their curriculum. Together with this, there are a lot of articles and journals available on the internet that students and teachers can use for the purpose of getting further information (Scacco, 2007).

### **Teaching English as a Foreign Language**

With the growth of the British Empire, English really became a world language especially with the influence of the agricultural and industrial revolutions in 19<sup>th</sup> century. Day by day English language has become an international language, and due to its use in many fields, non-English speakers pay more attention to it as a means of communication all around the world (Malkawi, 2010). It is the most widely used among 4000 to 5000 living languages all over the world (Broughton et al., 2003). In the globalised world, the modern information technology has become increasingly significant in all aspects of the academic fields. In the light of these developments, the function of teaching foreign languages appears as a usable language means in education system (Palacios, 2002).

Many students around the world study English as a foreign language (EFL) because their mother tongue is not English. Students may be strongly motivated to learn a foreign language because they need to use it after graduating from high school; specifically they need a good skill of English for university level (Broughton et al., 2003). On the other hand, sometimes students face difficulties to understand the colloquial English with idiomatic expressions that are used by native speakers. In this case, watching English movies facilitates understanding of all these expressions for students (Stewart, 2006). Literary adaptations create opportunities for students to develop their language skills such as listening and speaking. Via film, foreign language



learners hear the right pronunciation from native speakers, which improve their pronunciation and fluency through imitations (Stewart, 2006).

### **English Language Teaching Approaches**

In most of the educational environments where a course of learning will be studied, the main factor to take into account is the approach, which supports the course. The use of literary adaptations can be regarded as one of the materials that provides teachers to contextualize their instructions within students' lives (Golden, 2001). The main advantage of using literary adaptations in classrooms is to show learners a real language in a real life situation, which has "a positive effect on student motivation; giving authentic cultural information; exposing students to real language; relating more closely to students' needs; supporting a more creative approach to teaching" (Berardo, 2006, p. 64). Therefore, the following are the main English language approaches that can be practiced in language classrooms according to the teachers' and learners' needs and their objectives with using literary adaptations in teaching and learning EFL.

### **Communicative Approach**

The Communicative Approach, which was also called Communicative Language Teaching (CLT) was first found when British language teaching tradition changed in the late of 1960s (Jin, 2008). This approach became popular in 1970s (Hymes, 1972), when educators and linguists realized that the audio-lingual and grammar translation methods which rely heavily on repetition and drills, cannot provide opportunities for students to practice the language in real communication situations. Students were not able to learn the whole language, the social expressions and nonverbal features such as gestures and facial expressions (Gillies, 2007). This

approach focuses on four language skills, which are listening, speaking, reading, and writing. The four language skills cannot be taught in isolation and even grammar of the target language cannot be taught in isolation. The skills can be developed through the use of functions of grammar in the communication situations (Basta, 2011). In a study, Wilt found that people spent 45% of their communication time in listening comprehension, 30% of communication time was spent in speaking, 16% in reading, and nine per cent in writing (as cited in Malkawi, 2010).

Jin (2008) defines the communicative approach, as “a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage” (p.81). The importance of the communicative approach in language teaching is the use of language for different purposes. Learners acquire language for the purpose of negotiation either interactional or transactional. In this case communicative competence needs linguistic competence (Nunan, 1999). The learner in the interactive communication model may concentrate on how two people communicate, who is the sender of the information and who is the receiver of the message. On the other hand, learners acquire language in the transactional communication in order to negotiate in the communicative situations via a medium. Moreover, the interactional model involves not only messages sent but also the feedback from the receiver where as in transactional model besides sending messages and giving a feedback the learners also have nonverbal messages.

The relationship between linguistic systems and their communicative values in texts and discourses helps learners to develop their linguistic structure (Canale & Swain, 1980). According to Pennycook, the communicative approach in language teaching starts from a theory of language as communication. Chomsky in the 1960s stressed on the goal of language teaching to develop communicative competence. In

other words, communicative competence uses language as a tool for communication (as cited in Basta, 2011).

According to Larsen (2000), one of the important components of the communicative approach is the use of different materials. Using literary adaptation can be one of the materials, which plays a great role in the communicative situations because through films, learners create a dialogue in which someone talks and others listen. These contexts that appear in the film enable students to discuss different issues in relation to the events and circumstances that they see in the movie (Stewart, 2006). Through this communicative environment, students recognize a story that has already been told but re-contextualized and re-structured in the form of adaptation (Stam & Raengo, 2006). While showing literary adaptation, and through the tasks which are given by teachers, students use language instead of studying language. Through the use of literary adaptations and instead of developing only the structure of the language functions of language and fluency are developed more than accuracy in speaking (Jin, 2008).

### **Multimodal Approach**

The rapid developments of new technology changed the ways through which students communicate, as well as affecting the ways that texts are understood. The emerged of the new technology facilitated the ways in which teachers teach and students study by using the multimodal approach (Young, Long & Myers, 2010). Kress and Leeuwen (2001) compare multimodality between traditional approaches and new approaches as:

The traditional linguistic account is one in which meaning is made once, so to speak. By contrast, we see the multimodal resources, which are available in a

culture used to make meanings in any and every sign, at any level, and in any mode. Where traditional linguistics had defined language as a system that worked through double articulation, where a message was an articulation as a form and as a meaning, we see multimodal texts as making meaning in multiple articulations. (p. 4)

This model enables learners to view film as multimodal texts because studying literary adaptations with literary texts can combine the story from two different modes. The connections between the two studies push students to think “about the ideas in any one text further by its examination in another text of a different media” (Yancey, 2009. p. 15). According to Yancey (2009), multimodality is a production of text, image, audio, and video combinations in innovative ways. Furthermore, as multimodal users, students can create meaning through the interaction between visual and verbal resources. Teasley and Wilder (1997) define this approach as “read the book see the movie pattern” (p. 6) because words and pictures together are more effective than words alone (Gilakjani et al., 2011). In a research at a primary school in Sydney, Walsh (2010) reports that multimodal texts help students to understand when printed-based form integrated with technology. According to Walsh (2010), multimodal is a literacy technique, which refers to reading, viewing, understanding, responding, and interacting with multimedia. Furthermore, this approach may include oral and gestural modes of talking, listening and dramatizing as well as writing, through the use of literary adaptations as a multimodal approach. Multimodal learning provides an opportunity to students to show their experiences in a meaningful way. When students are provided with different modes, they may have a chance to retain complex information (Weir, 2008).

Multimodal teaching incorporates variations of learning styles while teaching EFL. A recent survey by Cisco system (2008), which has been conducted among 6000 students in America under the title of '*Multimodal Learning Through Media: What the Research Says*', reports that students tend to learn more when they are taught through multiple modes and media rather than through a single mode. Therefore, this approach allows teachers to select literary adaptation as another mode of teaching English as a foreign language within the textbook.

### **The Use of Literary Texts and Literary Adaptations in Language Classrooms**

Literary texts play a great role in language classrooms as widespread materials around the world. Even though it has been considered as good tools for teaching, literary texts will never be perfect for every teaching environment. For this reason, the literary texts need adapting, and modifying or supplementing so that teachers could use them in other forms such as literary adaptations in their teaching classrooms (Ling, 2009). Many literary texts especially novels and plays have been made into films and the two media are easily combined. Campoux (1999) points out that students learn more about the concepts and the events of a novel easily when it is presented in both verbal and visual forms. They are similar to 'tandem' bicycle, which has two riders (Gareis et al., 1998). Reading the text then watching the literary adaptation of the same text helps students to study the same story twice. Moreover, the visual information from watching film and written information from reading text promote students' knowledge and motivate learning.

According to Sommer (as cited in Smith, 2009) teachers can develop students' ability through a wide variety of texts. Using literary texts in films can equally promote students ability. Films can be used as another kind of text that help students to

understand the story since films like literary texts such as novels, plays, and drama are designed for particular audiences by particular people. Studying literary texts with literary adaptations brings the four categories of context to the study such as, “intratextuality (inside the text), intertextuality (relationship between texts), circumtextuality (the situation around the text), and extratextuality (elements outside the text)” (Smith, 2009. pp. 11-12). Therefore, the identifications of contexts not only help students to comprehend the story, but also enable students to combine the literary adaptation with the textbook.

Literary adaptations are usually not the same as texts because “adaptation is primarily a phenomenon of re-contextualization of the text, or, even better, of reformulation of its communicative situation” (Stem & Raengo, 2006. p. 83). Ayan and Cubukcu (2009) state that adaptations of literary works mean change in the structure or in the originality of the literary text into visual scenes. The changes made in the written form of the literary text intend to express the scriptwriters’ opinions of the events adding to the text’s meaning. The scriptwriters may have changed some sequences and events of the original texts, this may help students to raise critical questions and become critical viewers about the effects of the change rather than asking about the change itself. The relationship between literary adaptations and the source of literary adaptations may take more students’ time for discussion especially the modes of “borrowing, intersection, and fidelity of transformation” (Andrew, 1984. p. 98).

Based on some results in their study, Bousted and Ozturk (as cited in Smith, 2009) reported that students need both the text and the film to cover all of the components of the text in both written and visual forms. The participants were given the text of *Silas Marner* (1861) by George Eliot and a film version of the same text to study. The purpose of the study was to find the students’ responses as viewers and

readers towards these two different versions of George Eliot's work. Bousted and Ozturk found that students face difficulty while reading the text and watching the film in similar ways because, some elements of the novel are not translated well into the literary adaptation. For these reasons the weak points of the film version encourage the students to read the text again. Sometimes the changes have been made in the text to inspire the students to watch the film because the changes are new for them. Then, the research concludes that the differences between printed and visual texts can complete each other and facilitate understanding. When a text and its movie version are available as two parallel texts, which are more or less faithful to one another, students will be able to use the text to understand the film or vice versa.

### **The Effect of Literary Adaptations in English Language Classrooms**

The technological development has brought literary adaptations as a complimentary tool in the educational environment (Thompson, 2003). Generally, when studying a film based on curriculum or the use of film in a context, learning language can be considered as the main objectives that teachers create through discussions. While teaching language courses via the use of literary adaptations, teachers do not need to be an expert in film studies because being an English teacher does not mean teaching the film (Golden, 2007). However, it can be used as a supplementary resource for helping students to learn better.

According to Brown (2011), one of the pedagogical approaches that support learning a language is the use of literary adaptations as a transmission model of learning. In this case, "students are able to construct their own meanings of contemporary events by having to explore different situations, understand the different predicaments confronted by others and to appreciate the different choices that

characters have to make” (p. 244). Williams (as cited in Brown, 2011) has written about film and cinema as an area of study which has two advantages: first, they provide an opportunity for criticism: secondly, cinema as an institution is a part of students’ sociology. Because film is a reflection of society, it brings different stories that people reflect on during their daily communication. Although, film brings the stories of the societies, it represents different issues or different meanings to different people. Moreover, through watching literary adaptations students may observe ‘talking’ of different groups of people and analyse the social classes and cultures of the communities critically. The use of literary adaptations can be regarded as another way of facilitating learning because it tells stories through its characters. The characters can be a reference point and a source of entertainment for the viewer because literary adaptations offer not only the text but also a spoken version for different students in different level (Brown, 2011). For this reason, when students view a literary adaptation in their classrooms, they will see and hear the characters while communicating in English. At the same time, it allows them to contextualize words and meanings more easily and more effectively. The spoken language in a film is the rapid performance of the text, which becomes part of everyday speech, and through this process, the language of the native speaker transfers to the language of the non-native speaker directly.

### **Film Selection**

When more materials and information are available, teachers need to know how to find and select relevant materials, which would become lifelong and effective information (Watkins et al., 2007). There are some films that students may like to watch but they do not inspire them to say much about. Every year, many films are



produced, which are designed to attract large numbers of young people all over the world, but they are not didactic enough to be used in language classes because majority of them expose sex and violence (Stewart, 2006; Bernardi, 2009; Kroeber, 2006). Therefore, the most significant factor in the success or failure of a selected movie is the quality of the content rather than the use of the technology that has been used in it. A selected film may have a chance of success to be used in the educational fields when age, grade level, gender, ethnicity and the language dominance of the students are taken into account (Smith, 2009).

Bumpus (2005) suggests that films can be selected based on a number of principles, including the ability of the film to attract students' attention such as the length of the film, the previous use of the film in courses i.e. whether the students have seen the film before or not, and the availability or accessibility of the film. Here, the choice of the film depends on the course and its objectives. Stewart (2006) points out that the "judgments about specific films and classes have to be made by teachers themselves" (p.6). Moreover, Brumus (2005) elaborates that there are a lot of advantages of showing films during the class time than outside classroom. Showing the film during class time makes more sense as some students might have problems accessing the film. In addition, showing films during class time creates discussions for students to share their experience collaboratively. In contrast, if a film is watched at home or outside the classroom students might not learn too much due to the lack of their participation in class discussions.

Another reason to incorporate film selection is the universality of movies. In order to reinforce the class activities in the process of teaching simply teachers can select those films, which have universal themes with regard to time, place and culture.

Taking these aspects is important because learning a language cannot be separated from its cultural background (Mathews et al., 2012).

According to Arreygue as cited in Smith (2009) there are a lot of versions of a text which are available as tools for teaching and learning such as different film versions of *Lord of the Flies* (1954). For example, the 1963 version is more faithful to the book because the transformation of the text keeps its fidelity to the plot. In contrast, the 1990 version is more modern but violent with a lot of changes from the original text. In case of having different film versions of a text, the teacher should use the one, which reflects the plot closely. On the other hand, if the film version is different from the original text, it can still be selected. The instructor may get benefit from the changes by encouraging class discussion so that the students could express their opinion about the change in the story and in the film.

On the other hand, selecting a film with or without ‘subtitle’ with the students’ first language is one of the most significant factors that should be taken into consideration. With the increase of TV, LCD, DVD projectors, laptops, DVD players, and video materials in classrooms, subtitles appear either with first language (L1) or in the target language (TL) in order to facilitate the comprehensibility of these materials (Cakır, 2006). However, Taylor (2005) reports that many language teachers are against the use of films with subtitle because they believe that using subtitles distracts learners’ attention from the actual spoken language to written text that might create a sense of laziness on the part of students. When students watch films without subtitles, they are exposed to develop listening comprehension through hearing and recognizing the real sound of the spoken language. If learners watch a film without any subtitles, they concentrate on sounds, visual clues, words and phrases used by the actors. While watching films with subtitles, viewers concentrate on watching subtitles more than the

images and sounds presented in the film because reading is often easier and faster than listening. In spite of all the disadvantages of using films with subtitles, it assists learners to understand the story of the films more easily.

### **Useful Activities to Use with Literary Adaptations**

The use of literary adaptations and its accompanied text can provide the language teachers with many activities that may enrich the courses of English. In addition, there are many traditional classrooms still lacking of these activities, which may improve students' language skills. It can be seen that in English language classrooms, students eagerly sit in front of a screen and watch a film as part of their English language learning (Scacco, 2007). By creating activities that encourage students to reflect on their backgrounds, interests, and experiences through watching movies in class, teachers may have the opportunity to contextualize their instruction within the students' needs (Koksal, 2004). Therefore, teachers play a great role in the success or failure of using any literary adaptation and its impact on students' speed for learning the language.

Novels, plays and their literary adaptations within a wide variety of teaching and learning styles can be used in the EFL classrooms. The modes of teaching and learning can be progressed through some activities like individual work and collaboration (Gareis et al., 1998). In order to enrich the classroom environments, teachers might employ some of the following techniques with literary adaptations: pre-viewing, while-viewing and post-viewing (Scacco, 2007; Golden, 2001; Roell, 2010; Whatley, 2012; Koksal, 2004; and Vazquez, 2009).

### **Pre-viewing**

Pre-viewing is a kind of warming up activity that some teachers perform before viewing a film. This technique of teaching provides prior knowledge to the learners and the acquisition of learning language may take place more smoothly (Golden, 2001). The historical background information of a film can be explained in this activity concerning its title, the director, the characters, the plot, and its settings (Vetrie, 2004). In addition to that, pre-viewing provides “learners with an introduction to the film or a particular scene before they actually watch it” (Roell, 2010. p. 5). According to Scacco (2007), pre-viewing activities have some advantages for students. For example, teachers can ask their students to make predictions about the title of the film or the names of the main characters. In spite of students’ predictions about the film, they may also develop further knowledge and understanding about the characters.

Before watching a film, it is helpful to pre-teach difficult vocabulary so that students could understand the language of the film. Many films have screenplay, which is available on the Internet. If the screenplay is not available on the Internet, the teacher can prepare a list of difficult words and expressions from the scenes of the film and then students put these words into sentences (Roell, 2010). Furthermore, students can be familiarized with the new vocabulary and expressions through activities such as brainstorming, puzzles, matching activities, and crosswords exercises (Stewart, 2006).

### **While-viewing**

When students are viewing literary adaptations, they see and hear the characters in an actual spoken language. The real voices of the actors give students the opportunity to develop their language skills especially listening and speaking skills. Students are motivated to express their feelings and imaginations through class discussions. The

main discussion happens in this part of activity because it encourages students to explain the elements of the literary adaptation in relation with the textbook (Smith, 2009).

Stempleski (2008) states that the role of teachers in this type of activity is to get students' attention and explains that the job of the teacher is encouraging "students to focus their eyes, ears, and minds on the video in ways that will increase both comprehension and recall and add to the satisfaction they gain from viewing" (p. 365). The teachers can choose part of the film to play and pause to discuss then replay it again. The scenes of the film or the film can be shown more than one time because in the first showing, listening comprehension may be increased but in the second and third showing the language of the film may be mastered.

### **Post-viewing**

After completing while-viewing activities, post-viewing activity can be conducted. This activity can only take place when students have already seen the end of the film. The students may get answers for their previous predictions. Through post-viewing activities, students can check their comprehension and practice the new language that they have learned in order to develop their language skills further (Whatley, 2012). This activity can be regarded as one of the important activities to learn English because students increase their "critical thinking abilities to synthesize information and present their own ideas and conclusions" (Roell, 2010. p. 6). Then, the teachers may choose a dialogue in the film and give the students roles to play relevant to the movie. In this situation, the students will take roles of the characters and use the language of the film. Moreover, students can improve their writings through

summarizing the scenes of the film and writing paragraphs on the characters. Koksai (2004) points out that:

Activities like summarizing, after both reading the novel and viewing its film version, taking notes when viewing to answer comprehension questions, and making notes when reading the novel to make comparisons, are all of great importance in enhancing the use of cognitive strategies, which help students manipulate and transform the target language. (p. 64)

For further reading practice, the students can search, read and collect information from printed articles, Internet, journals and other sources as reviews on the film. In addition, students may raise critical questions, analyse and debate the film with reference to well-known schools of film theory such as feminist, Marxist, semiotic, and psychoanalytic theories. They can be encouraged to focus on issues related to women, class struggle, and language through commenting on the film and on the text (Bywater & Sobchack, 1989).

### **The Impact of Literary Adaptations in Teaching Language Skills**

Theories and practice in teaching and learning language have changed in fundamental ways. In this aspect communicative approach has focused on pragmatic skills including listening, reading, speaking and writing in which functions of language are the targets of learners (Morley, 2001). When students acquire language through hearing and speaking then, through reading and writing, they will be encouraged to become active learners. Students can enhance their language skills through different styles of learning such as “visual (seeing), auditory (hearing), kinaesthetic (moving) or tactile (touching)” (Koksai, 2004. p. 64). Istanto (2009) at the National University of Singapore has investigated whether watching films can enhance students’ language

skills. Istanto (2009) found that watching films can enhance students' language skills. The participants consisted of twenty-two students. The respondents studied different modules at intermediate-low, intermediate high and advance low levels. Then, they were shown four Indonesian films in Bahasa Indonesia program. After watching the four films:

Ten students wrote that by watching the film/s, their listening skills were enhanced; five students wrote that they developed listening and speaking skills; two students wrote that they develop listening and writing skills; two students wrote that they develop listening and reading skills; two students wrote that their listening, speaking and writing skills were enhanced, and one student wrote that his speaking and reading skills were enhanced. (p. 289)

This research shows that watching a film enhances students' language abilities, which includes receptive skills (listening, and reading) and productive skills (speaking, and writing) while it makes learning easier too.

## **Listening**

Listening as a first skill can be regarded as a basis for language acquisition and enables learners to interact in spoken form of communication. It can be considered a key to other skills because it provides the foundation for other aspects of language learning. Listening is regarded to have an important role in the foreign language classroom because without possessing listening skills, the other skills cannot be comprehended (Nunan, 2008). Listening is being recognized as a fundamental skill because comprehension is certainly the end product of listening. According to Field (2008) comprehension has a great role in teaching listening because the experience of a target language through recognition, understanding and forming hypothesis can be

heard in a right way. Comprehension in language learning emphasises on understanding of the meaning of language rather than speaking because understanding meaning gives learners information to build up the knowledge necessary for using the language. It is viewed as the basic skill that allows speaking, reading and writing to progress spontaneously.

The role of teachers in teaching listening is to activate the classroom by guiding learners through the process of listening, monitoring their listening, rearranging the classroom tasks, and giving them the opportunity to be aware of how to listen (Richards & Renanday, 2008). While listening, it is not as important for students to understand every word as understanding the general overview of the main story (Scrivener, 2005). According to Donald and Kneale (2001), the best way to increase students' listening skills is to use recorded materials, which learners "can play and re-play over and over again" (p. 14). By using literary adaptations, teachers can encourage the students to listen to speaker's pronunciation, grammar, and vocabulary. Showing literary adaptations can be regarded as a "live listening" (Scrivener, 2005. p. 183) because students will listen to real people speaking directly on a screen and representing the story of the book through their conversations. Furthermore, listening to conversations of the film enables students to repeat the dialogue and imitate pronunciation patterns. According to Nunan (1999), while learners are listening to understand a spoken language, they face two different modes, which work together in a cooperative process; these are the bottom-up processing and the top-down interpretation. In bottom-up mode of language processing, the listener focuses on every point in detail. This process of listening starts from the smallest meaningful units to complete texts. The understanding of a language starts from hearing sounds to words, words to phrases, phrases to utterances, and the form of utterances complete the text. In this kind of listening the



message arrives at the end of the process. On the other hand, top-down process of listening involves the listener's ability to use prior information about the context to understand the heard language. It involves prediction about the topics that takes place in relation with the events in the world. While listening to a film, the students use their knowledge to understand the content of the story. By using their knowledge of context, students then may be able to guess the meaning of the unknown words, and understand the general ideas.

### **Speaking**

The development of speaking skill is closely related to listening comprehension because if someone does not understand what is said, s/he cannot speak and answer (Murphy, 1991). Spoken language needs to be developed by providing learners with materials to encourage them to talk about certain topics. In this aspect, the use of literary adaptations enables teachers to help students develop their abilities to communicate in the target language (Leitch, 2007; Golden, 2001; Smith, 2009). As literary adaptation represents the target language, it may encourage speakers to use and imitate the target language through verbal and non-verbal communications. Furthermore, it provides fluency in speaking and a lot of idiomatic expressions, these may give students the opportunity to speak in oral communications because "oral communication requires the ability to use the language appropriately in social interactions" (Shumin, 2008. p. 204). The sociolinguistic side of the language; for example, the study of language and its relationship with culture and society helps learners to communicate through asking and answering questions about certain topics that the literary adaptation includes (Stewart, 2006).

The role of teachers in teaching the speaking skill is to find the relevant materials and topics which provide learners the opportunity to communicate through the activities and encourage learners to talk, interact, and share their information with each other practically (Brown & Yule, 1983). According to Lazaraton (2001), the availability of literary adaptation in classroom enables the teacher to show the story of the book that can be enjoyable for students and can provide them with authentic practice in listening to native speaker speech. The practice of speaking starts from watching the conversations such as greetings, progressing talking, leave-taking, invitation, and different topics according to the storytelling that the characters create in the film. Then, the conversations automatically are transferred to the classroom and create a class discussion (Tsang & Wong, 2008). Discussion is one of the important activities that teachers can use in teaching the speaking skill. Firstly, students are introduced to the story once they watch the literary adaptation. They are then asked to get into pairs or groups and given the responsibility to do the work so that the class discussion could progress. The instructor intervenes when the discussion is faltered. Teaching speaking can also be developed by engaging the learners in role-play activities because it pushes students to speak, act, and use the target language (Lazaraton, 2001).

Watching films in English assists learners to practice and acquire good pronunciation skills. Learners will be familiarized with sounds and sound segments as well as supra-segmental features such as stress, rhyme, and intonations. When students hear native English speakers, they will be motivated to imitate the language of the actors, and then practice the language through communicating with each other (Richards & Renanday, 2008).

## **Reading**

Studying literary texts in literary adaptations is a multimodal approach because it uses two modes; the first one is reading the text, and the second one is watching the literary adaptation. Whenever, students have questions about the differences and similarities between the literary adaptation and the textbook, they need to read the story intensively once again in order to get detailed meaning (Bousted and Ozturk, as cited in Smith, 2009).

Roell (2010) points out that those films having subtitles in English facilitate students' understanding of the target language and improve their reading skills. Moreover, students collect information about the film and the text as Stewart (2006) names "secondary reading" (p. 8) via the internet, magazines, or other sources to improve vocabulary and comprehension. This kind of reading can be regarded as extensive reading or as part of students' entertainment to review the film through searching for more information. Extensive reading helps students to be familiarized with different materials because it "involves rapid reading of large quantities of materials or longer readings" (Carrell & Carson, 1997. p. 49). The role of the teacher in extensive reading is guiding students to read and collect information from a wide variety of sources by providing them some beneficial websites and some suitable materials according to their proficiency levels.

## **Writing**

Writing, which is a productive skill in the written modes, seems to be the hardest of the skills even for the native English speakers (Nunan, 1999). At the same time, it can be regarded as a means of communication between writers and readers or between teachers and students. After watching a literary adaptation, students can write

a summary about the film, the scenes and the characters of the film with their own language (Koksall, 2004). Boyd and Robitaille (1987) suggest that a film provides a lot of topics for writing compositions. They concentrate on the use of movies and television to help students develop their critical thinking while writing. The students may write about certain topics after they read the story and watch the adaptation because writing provides students the opportunity to place themselves directly in the learning experience. Krueger and Christel (2001) point out that after students gained the information through watching the film, they have to arrange the story by writing assignments so as to make sure whether they have understood the film and the story.

Writing includes “planning, drafting, revising, and editing” (Seow, 2008. p. 315) that are suitable to be practiced especially in post-viewing activities. In these kinds of activities, students might be required to write a paragraph or an essay about the film that they have seen. Kasper (2002) demonstrates that film can be used to help students develop their writing skills because film presents images or pictures in the viewers’ mind. This helps students visualise the written material through words, sentences, and utterances in the film and transforming the visualized knowledge from the film into their writings.

According to Peck and Coyle (2005), Wyrick (2002), and Neman (1995), students should pay attention to unity, cohesion and coherence while writing. Unity focuses on consistency of the essay with relevant sentences in relation to the introduction. Neman (1995) states that “if students have focused their entire paper upon supporting their central point, their papers will automatically be unified” (p. 148). But, cohesion refers to the connections between sentences syntactically, and the relationships between component parts of the text with each other. Likewise, coherence in writing refers to the basic structure of an essay, such as introduction, body

paragraphs, and conclusion. Moreover, coherence is the connections between sentences and ideas in all of the paragraphs that make the essay clear and logical (Wyrick, 2002).

## **Conclusion**

In this chapter, the impacts of literary adaptations in EFL classrooms and some instructional approaches have been discussed in relation to the current literature. The literature review suggests that the use of literary adaptations enhances teaching and learning. Therefore, it is very important for teachers to use literary adaptations as part of their language teaching methods. Furthermore, it supports the idea that using literary adaptations to the screen helps students to improve their language skills and enable them to understand the story better.

## **CHAPTER III**

### **METHODOLOGY**

#### **Presentation**

This chapter presents detailed information about the research design of the study. It gives information about the participants of the study and their working experience. It also presents information about context of the study, procedures, materials used to collect data, validity and reliability and data analysis.

#### **Research Design**

This study was designed by using mixed methods approach where quantitative and qualitative data collection tools were used for collecting and analysing data about teachers' perceptions and students' opinions towards literary adaptations in EFL classrooms.

According to Tashakkori and Teddlie (2003), the mixed method is the third paradigm coming after qualitative and quantitative methods. In addition, Strauss and Corbin (1990) argue that qualitative and quantitative research can be combined because the combinations of the mixed methods approach provides more comprehensive answers to the research questions.

The main aim of this research design method was to study a large group of individuals and frequencies. Therefore, mixed methods approach was used in the study by designing a survey questionnaire for collecting quantitative data since survey method is a part of the descriptive design which tries to analyse the attitudes through the answers of the participants (Jackson, 2009). As for qualitative data some open-

ended questions were utilised in order to investigate teachers' and students' perceptions towards literary adaptations in EFL classrooms.

### Participants

The participants of this study are of two types. The first type was students which consisted of 457 participants from Kurdistan Region-Iraq, in the cities of Erbil, Duhok, and Sulaimaniah. The participants were selected randomly from preparatory schools for the academic year (2012-2013) during the fall semester. The background information of the participants consisted of four groups as shown in table 1. The first group was designed to examine ages of the participants through which they were put into three subgroups according to their ages. One hundred and ninety nine of students were between the ages of 15 to 17 (43.5%), 212 of students were between the ages of 17 to 19 (46.4%) and 46 of students were over the age of 19 (10.1%).

Table 1

*Distribution of Students' Demographic Differences*

N	Groups	Subgroups	Frequency	Percentage
1	Age	Between (15-17) years	199	43.5%
		Between (17-19) years	212	46.4%
		Over (19) years	46	10.1%
2	Class	11 <sup>th</sup> Grade	225	49.2%
		12 <sup>th</sup> Grade	232	50.8%
3	Gender	Male	243	53.2%
		Female	214	46.8%
4	School	Public	221	48.4%
		Private	236	51.6%

The second group of the participants was the class distribution in which they were 11<sup>th</sup> grade and 12<sup>th</sup> grade. The 11<sup>th</sup> grade consisted of 225 students (49.2%) and 12<sup>th</sup> grade consisted of 232 students (50.8%). In terms of gender distribution, male

students were 243 (53.2%) and female students were 214 (46.8%). Thus, the results presented in this study will reflect the views of male and female participants. The last group for distribution of students' demographic differences according to their schools, 221 participants were in the public schools which is 48.4% and 236 participants were in the private schools, which is 51.6%.

On the other hand, the second type of the participants for this study was teacher participants which consisted of 67 English language teachers from preparatory schools. They were put into three groups according to their gender, school, and teaching experience. These groups were included in order that the researcher could carry out statistical analysis based on different demographic background information. The first randomly selected teachers were categorized according to their gender. Thirty one of them were male teachers (46.3%), while 36 of them were female teachers (53.7%) as shown in table 2.

Table 2

*Distribution of Teachers' Demographic Differences*

<b>N</b>	<b>Groups</b>	<b>Subgroups</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1</b>	<b>Gender</b>	Male	31	46.3%
		Female	36	53.7%
<b>2</b>	<b>School</b>	Private	27	40 %
		Public	40	60 %
<b>3</b>	<b>Teaching Experience</b>	Between (1-5) years	20	29.9%
		Between (5-10) years	19	28.4%
		Between (10-15) years	15	22.4%
		Over (15) years	13	19.4%

The participants for school distributions consisted of 27 English language teachers who were teaching in private schools which represents 40% and 40 English language teachers were in public schools, which represents 60%.



The last category in the teachers' background information was the distribution of participants according to their teaching experiences. Twenty of these teachers had one to five years' of teaching experience (29.9%), 19 of them had five to ten years' of teaching experience (28.4%), 15 of these teachers had ten to 15 years' of teaching experience (22.4%) and 13 of these teachers had over 15 years' of teaching experience (19.4%).

### **Context of the Study**

In Iraq, the system of education developed in various forms in order to help students reach the international levels and promote the quality of learning (MOE, 2001, para. 2). The development of modern educational system in Iraq also brought new methods of teaching and learning. In the academic year 1999-2000, the Ministry of Education in Kurdistan Region Government (MOE-KRG) by support of Macmillan Education designed a new curriculum of English language which is called 'Sunrise' for the sake of a transition to a more learner-centred approach. According to the new program, teachers can use the methods that motivate students including the use of literary adaptations (Mahmud, 2013).

Sunrise in Kurdistan Region-Iraq is a complete English course designed especially for primary and secondary school students. The course has a communicative approach, integrating listening, speaking, reading and writing, with a clear focus on grammar structures as well as studying literary texts. At the end of the course book, especially in the preparatory schools a novel is attached such as: "Round the World in Eighty Days" (Macfarlane, 2009, p. 16) by Jules Verne in grade 10; "Great Expectations" (Macfarlane, 2010, p. 75) by Charles Dickens in grade 11; and "Treasure

Island” (Macfarlane, 2011, p. 66) by Robert Louis Stevenson in grade 12. The author of Sunrise, Macfarlane (2010) states that:

The Literary Readers in Grades 10-12 are an important part of the English curriculum requirements. As such, they also contribute significantly to the student’s annual and final school exam results. It is therefore very important that these materials receive the full attention of the teacher and the students. (p. 125).

The course of Sunrise provides all the essential material for each lesson such as using videos, CDs, cassettes and flashcards. Macfarlane (2011) in the methodology of ‘Sunrise’ states that teachers can bring their own materials and ideas to the classroom in which develop students’ knowledge. Therefore, this curriculum allows teachers to use literary adaptations in their classrooms.

The English lessons in the preparatory schools of Kurdistan Region-Iraq are five hours a week and the teachers usually use one hour for studying the novels. In the same time, the teachers usually use the literary adaptations of these novels at the middle or at the end of the semester in order to let the students study the novel first and then watch the literary adaptation. Therefore, the attitudes of teachers and students towards literary adaptations in EFL classrooms would be the target of the researcher.

## **Procedures**

For the present study, the researcher as a first step took permission from the Ministry of Education-Kurdistan Region Government as shown in (Appendix D) to carry out the study in the preparatory schools in the cities of Erbil, Duhok and Sulaimaniah. Second step was visiting some preparatory schools in order to get permission from the headmasters and preparing the students for the survey. The

students were informed that the research would be anonymous and kept confidential. Then, the questionnaires were handed to the students who accepted to participate in the research. The researcher was present to explain any unclear statements and questions. After the questionnaires were filled out by the students, the researcher collected them immediately.

For the teachers' questionnaire, the researcher handed the questionnaires to the teachers who accepted to participate in the research in their schools. The researchers sent some teachers the questionnaires through emails as well. Data were collected in the teachers' room for those teachers who filled the questionnaire at that time, but some teachers took the questionnaires home in order to have time to think then complete the questionnaire. The researcher was also ready to explain any questions and statements which were not clear to them.

## **Materials**

Two questionnaires were carefully designed for this study as a means of data collection (See appendix A and B). The first was the students' questionnaire, which consisted of two parts. Part A was background information of the students for the purpose of getting some demographic information of the participants like age, class, gender, and school. Part B of the students' questionnaire consisted of ten statements. For each statement the participants were asked to choose the option which best reflects their opinion. The statements consisted of five-point Likert-scale with parts as: strongly disagree, disagree, neutral, agree and strongly agree. In addition, there was a question to find out students' opinion about the most developed learning skill while studying literary adaptations. The students also were asked four Yes/ No questions with one

open-ended question to express students' opinions towards literary adaptations in EFL classrooms.

The structure of the students' questionnaire was adapted to English language then translated into Kurdish language (See Appendix C) according to some steps. In the first step, two independent experts who graduated from a translation department translated the questionnaire into Kurdish. Then, another translator combined the two versions. Then, in order to show the reliability of the questionnaire it was given to a group of students ( $n=32$ ) as a pilot test. The results of the survey showed that the questionnaire was reliable because the Cronbach's Alpha score was .702. For the next step, the Kurdish version was translated back to English by two different experts. Later, another expert combined the two English versions into one version. In the last step, another expert compared the final version with the original one to prove the validity of the translation as stated by Frankel and Walled (2007). After that, the results indicated that the questionnaire was reliable and valid, the students' questionnaire was ready for the application.

The second questionnaire was designed for the teachers in order to find out their attitudes towards using literary adaptation in EFL classrooms. Teachers' questionnaire was of two parts, the first part consisted of background information of the participants like gender, school, and teaching experience which aimed to collect data about demographic information of the respondents. In the second part, there were 11 statements. The teachers were asked to indicate their opinions for each statement designed as five-point Likert-scales with the options of: strongly agree, agree, neutral, disagree, and strongly disagree. The respondents were also asked to indicate the most developed learning skill while using literary adaptations. In addition to that, two Yes/No questions and five open-ended questions were designed so as to enable the

researcher to investigate teachers' perceptions towards using literary adaptation in EFL classrooms.

### **Reliability and Validity**

The scale Reliability was used to find the reliability of the students' questionnaire and teachers' questionnaire. The analysis was conducted by using the Alpha Model. The Cronbach's Alpha reliability of the instrument was calculated as .78 for the students' questionnaire and .822 for the teachers' questionnaire. Therefore, the questionnaires were found to be reliable and consistent.

For validity, two expert researchers checked the questionnaires and made some suggestions about the formats of the questionnaires. Then, another language expert analytically viewed the questionnaires. These suggestions followed by some changes in the format and in the language as well, for these reasons the questionnaires were found to be a valid instrument.

### **Data Analysis**

After the collection of the questionnaires, the results of the data were analysed by using the Statistical Package for Social Sciences (SPSS 20) for windows. The data was analysed quantitatively and qualitatively. The analyses of the questionnaires were distributed according to the research questions as designed in chapter one. While analysing the data, the descriptive statistics was used to find out the percentages, frequencies, means, means differences, and standard deviations of the variables. In comparing two groups according to gender, class, and school, Independent Sample T-test has been used. Likewise, for comparing more than two groups, One-Way ANOVA has been used for analysing the significant differences of each group according to age

and teaching experience by using Post Hoc-LSD tests afterwards to determine the differences among groups.

For analysing the open-ended questions, the researcher followed some steps. In the first step, the researcher has read each of the responses of the open-ended questions in order to get a feeling for the data and the common themes. After the initial review, in the second step, the general themes were minimized. In the next step, the relevant responses were highlighted. Then, three or four of the most appropriate responses were chosen for the data analysis. Finally, for interpretations to be meaningful and logical, the responses were analysed by referring to relevant literature. According to Frankel and Walled (2007) open-ended questions “can be used with greater confidence, particular questions of special interest or value can be pursued in depth, follow-up questions can be asked, and items that are unclear can be explained” (p. 12). Therefore, the analysis of the open-ended questions relied on the logical responses of the respondents.

## **Conclusion**

This chapter provided detailed information about the demographic features of the participants and the procedures involved in the process of data collection. Furthermore, this chapter focused on research design, validity and reliability as well as the analysis of the study.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **Introduction**

This chapter aims to present the results of the questionnaires applied to 457 students in the preparatory schools and 67 teachers in Kurdistan Region-Iraq. This section includes the significant differences that have been found by data analysis. Additionally, the results were analysed according to the quantitative data collected from the opinions of both teachers and students towards literary adaptation in EFL classrooms. The analyses of the statements were carried out according to the research questions as designed in chapter one.

#### **Students' Perceptions towards the Study of Literary Adaptations in EFL Classrooms**

Table 3 shows the results of the students' attitudes on studying literary adaptations in EFL classroom. In statement 10, most of the respondents (79.7%) agreed or strongly agreed ( $M=4.14$ ,  $SD=1.17$ ) that studying literary adaptations helps them to consider the differences between the written text and the film version. Bo (2008) suggests that students need both the text and the film to cover all of the components of the text in both written and visual forms. According to Stam and Raengo (2006), literary adaptations are usually not the same as texts. Some of the events may have been changed. This may encourage students to comment on the discrepancies and the part which has been changed.

Then, three quarters of the students (75.1%) agreed or strongly agreed that studying literary adaptations increases their motivation to collect information on the

written text and on the literary adaptation. The students seem to have agreed that literary adaptations effectively encourage them to collect more information on the adaptation version as well as the text ( $M=3.98$ ,  $SD=1.22$ ).

Table 3

*Students' Perceptions towards the Study of Literary Adaptations in EFL Classrooms*

St. N	Statements	N	Options	Percentage	Mean	SD
10	The study of literary adaptations on film and TV encourages me to consider the differences between the written text and the film version.	457	SD D N A SA	5.7% 7.0% 7.5% 27.0% 52.7%	4.14	1.17
8	The study of literary adaptations on film and TV increases my motivation to collect information on the written text and on the film.	457	SD D N A SA	7.7% 6.6% 10.7% 30.2% 44.9%	3.98	1.22
6	The study of literary adaptations on film and TV encourages me to participate in the class discussions.	457	SD D N A SA	6.8% 9.0% 10.3% 38.7% 35.2%	3.86	1.18
15	I would prefer to study literary adaptations on film and TV after reading the book.	457	Yes No	63.0% 37.0%	1.36	.483

Stewart (2006) states that reading skills can be enhanced through collecting information on the film as secondary reading; it improves students' vocabulary and comprehension. In addition, Stewart (2006) states his experience in this aspect as the following;

In addition to reading exercises associated with closed captioning, I use secondary readings on films to improve vocabulary and comprehension. Such readings include reviews, biographical sketches on filmmakers and stars, studio publicity, background information on film subject matter, news about the film industry, and simple film analysis. (p. 8)



Students may use the internet, journals, articles, and other sources to collect information on the film and the text thus improving their reading skills. Similarly, Hobbs (2001) points out that “films, web sites, television programs, magazines, newspapers and even music are simply other forms of texts that communicate and carry meaning to readers” (p. 45).

Most of the respondents (73.9%) agreed or strongly agreed that studying literary adaptations has encouraged them to participate in class discussions ( $M=3.86$ ,  $SD=1.18$ ). Forney (2004) points out that “films can provide common images and a common framework to support discussion of difficult subjects” (p. 6). The class discussion is one of the significant activities that encourage students to talk about the issues related to the literary adaptation (Brown & Yule, 1983). In this case, the students interact and discuss certain topics with each other especially during the post-viewing activities because in this stage the students have seen the end of the film and they may be ready to participate in the class discussions (Whatley, 2012). Likewise, the majority of the respondents believe that studying literary adaptations is preferable after reading the book. 63% of the students replied ‘Yes’ and 37% of the respondents replied ‘No’ ( $M=1.36$ ,  $SD=.483$ ). Golden (2001) suggests that students should watch literary adaptations after they read the text. If not, they may get inaccurate information. After students read the book then watch the film they can understand all of the components of the text in both written and visual forms.

The data collected in the last open-ended question “Do you face any challenges when studying literary adaptations on film and TV? If so explain briefly” showed that students face difficulties when studying literary adaptations. In the total number of the 457 students, 188 (41%) of students wrote nothing; this either shows that they do not face any challenges or that they do not want to express their problems. However, the

rest 269 (59%) of the students explained their problems in different ways. One of the students stated that *“Because I have problem with English language, I cannot understand some words and phrases of the actors. Moreover, I cannot understand the film adaptation of Great Expectations well”*. One of the problems that students face while learning a foreign language is that they cannot understand the language (Chambers & Gregory, 2006). When students face difficulty in understanding words and expressions of the actors they cannot understand the film easily. Another student mentioned that *“The only problem that I face is the American accent”*. Because they learn the British accent at school and their teachers speak in British accent. In this case they may face difficulties in understanding actors who speak with an American accent. Likewise, another student said that *“I don’t understand the film ‘Treasure Island’ without subtitles in my native language”*. Students of grade 12 in Kurdistan Region-Iraq are studying the novel *‘Treasure Island’* by Robert Louis Stevenson as a module in English. When their teachers use the literary adaptations of that novel without subtitles, some students face difficulties in understanding the story. This finding shows that students like to watch films with subtitles in spite of its disadvantages. On the other hand, another student expressed that *“Because the actors are speaking very rapidly, I cannot understand the film well”*. For some students, the fast speech of actors hinders their understanding of the film. In this case, they may not concentrate on the events of the film. Moreover, for some foreign learners, understanding some expressions and colloquial English prove to be difficult.

### **Students’ Perceptions on Watching Literary Adaptations for Enjoyment**

As it can be seen in table 4, the majority of the respondents (82.5%) in first statement agreed or strongly agreed with a mean score of 4.09 (SD=1.14) that watching

literary adaptations in class are enjoyable. Forney (2004) states that the new generation gets entertainment from film and other media because, “entertainment media can provide learning opportunities that would be difficult or impossible to create through traditional means” (p. 2). The content of literary adaptations represent students’ daily life and make students become active learners. According to Ismaili (2013), films are an enjoyable source of entertainment and language acquisition because films permit students to hear native speakers while interacting in everyday conversational situations.

Table 4

*Students’ Perceptions on Watching Literary Adaptations for Enjoyment*

St. N	Statements	N	Options	Percentage	Mean	SD
1	I find watching literary adaptations on film and TV in class enjoyable.	457	SD D N A SA	6.3% 6.1% 5.0% 36.3% 46.2%	4.09	1.14
14	Do you enjoy watching films with subtitles in your first language?	457	Yes No	68.9% 31.1%	1.36	.483
13	Do you enjoy watching films in English Language?	457	Yes No	70.0% 30.0%	1.29	.458
12	Do you enjoy watching films at home?	457	Yes No	82.9% 17.1%	1.17	.376

Then, the students were asked whether they enjoyed watching films with subtitles in their first language or not. 68.9% of the students responded ‘Yes’ and 31.1% responded ‘No’ with a mean score of 1.36 (SD=.483). This finding shows that the majority of students like to watch films with subtitles in their first language because subtitles may help them to understand the story. By contrast, Baltova (1999), Alyona (2012), and Taylor (2005) point out that watching film with subtitles distract students’ attention from listening to reading. They also suggest that subtitles should be in English not in students’ first language. In this case, students would concentrate on reading English sentences and improve their reading skills.

After that 70% of the respondents replied 'Yes' and 30% of the students replied 'No' with a mean score of 1.29 (SD=.458) for the question "Do you enjoy watching films in English language?". According to Alyona (2012) watching films in English is one of the pleasant ways to learn English. English films help students to imitate the spoken language of the film, improve their pronunciation and increase their vocabulary. Szynalski (n.d.) states that watching films in English gives students the opportunity to listen to the actors' voices actually more than the dubbed films. When students are watching the original version of the film in English, they will get lots of correct English sentences. And then, these sentences become their own through practising the language whether by writing or by speaking with each other. By contrast, the dubbed films distract students' attention from the actual spoken language and it excludes the opportunities of learning English language.

Finally, 82.9% of the respondents replied 'Yes' and 17.1% replied 'No' with a mean score of 1.17 (SD=.376) that they enjoy watching films at home. Forney (2004) states that film has a great impact on students' language learning and encourages them to continue learning even out of their classrooms. Therefore, TV can be regarded as a medium in this aspect through which students watch and enjoy films (Watson, 2003).

### **Students' Perceptions on Studying Literary Adaptations to Improve Language Skills**

The data collected from the students' questionnaire in order to know the attitudes of students whether studying literary adaptations improves their language skills. The data showed that a high percentage of the students agreed that studying literary adaptations as a kind of learning English improves their language skills. As it can be seen from the data obtained in statement number five, the majority of the

respondents (80.7%) agreed or strongly agreed with a mean score of 4.14 (SD=1.15) that the proficiency of students' speaking has improved while studying literary adaptations.

Table 5

*Students' Perceptions on Studying Literary Adaptations to Improve Language Skills*

St. N	Statements	N	Options	Percentage	Mean	SD
5	The study of literary adaptations on film and TV improves my spoken English.	457	SD D N A SA	5.5% 7.0% 6.8% 28.7% 52.0%	4.14	1.15
2	The study of literary adaptations on film and TV improves my vocabulary.	457	SD D N A SA	3.5% 7.7% 8.4% 33.0% 47.5%	4.13	1.08
9	The study of literary adaptations on film and TV improves my writing skills.	457	SD D N A SA	2.6% 5.7% 12.0% 37.4% 42.2%	4.10	.998
4	The study of literary adaptations on film and TV provides an opportunity for me to practice my listening skills.	457	SD D N A SA	2.8% 5.5% 12.7% 37.0% 42.0%	4.09	1.00
7	The study of literary adaptations on film and TV gives me the opportunity to practice my pronunciation skills.	457	SD D N A SA	2.4% 10.1% 11.2% 37.9% 38.5%	4.00	1.05
3	The study of literary adaptations on film and TV improves my understanding of grammar.	457	SD D N A SA	4.6% 11.6% 13.3% 33.7% 36.8%	3.86	1.16
11	Which one of the following learning skills is developed the most while studying a film adaptation?	457	Listening Speaking Reading Writing All Skills	19.0% 19.0% 6.3% 3.5% 52.1%	3.50	1.67

Accordingly Leitch (2007) states that literary adaptations encourage students to communicate in target language. Moreover, literary adaptations represent certain topics

and conversations that encourage learners to interact with each other and imitate the language of the characters. Then, for statement number two, most of the respondents (80.5%) agreed or strongly agreed with a mean score of 4.13 (SD=1.08) that studying literary adaptations improves their vocabulary. According to Greg and Cook (2008), films improve students' vocabulary because they are really a series of dialogues set in different situations that can help students to improve their vocabulary. Roell (2010) also suggests that literary adaptations increase students' vocabulary for a different reason. Films use language in a real communication, students contextualize words and phrases while watching it or by doing activities such as crosswords, puzzles and brainstorming exercises. Concerning the study of literary adaptations to improve the writing skill, 79.6% of the respondents agreed or strongly agreed with a mean score of 4.10 (SD=.998) that writing skills can be developed through studying literary adaptations. Koksai, (2004); Boyd and Robitaille (1987), and Krueger and Christel (2001), explain that students can write a summary about a film, a scene in a film and the characters of a film with their own language. The literary adaptation provides a lot of topics for writing compositions after students read the story and watch the film. Writing also gives students the opportunity to place themselves directly in the learning experience to improve their comprehension. Therefore, writing enables the teachers to ensure that students have understood the film and the story.

The majority of the respondents (79%) with the mean score of 4.09 (SD=1.00) agreed or strongly agreed that studying literary adaptations provides an opportunity for students to practice their listening skills. According to Moulic (2012), the listening skill involves four separate but interrelated processes such as: attention, hearing, understanding and remembering. Moulic (2012) also explains that listening comprehension may be practiced with studying film or short video clips because these

materials enable learners to be active and receive the language easily. Listening is a key to an effective communication, without the ability to listen effectively messages are easily misunderstood. Then, for statement number seven, almost three quarters of the respondents (76.4%) agreed or strongly agreed with a mean score of 4.00 (SD=1.05) that studying literary adaptations gives them the opportunity to practice their pronunciation skills. According to Hebrat (2008), language learners need to become more proficient in using language. In addition, right pronunciation encourages the listener and speaker to communicate and understand each other easily. Actors often speak fluently and pronounce words and phrases well. Good pronunciations will motivate students to imitate the right pronunciation such as stress, rhyme and intonation. The next statement was about the influence of studying literary adaptations to understand grammar. Almost three quarters of students (70.5%, M=3.86, SD=1.16) agreed or strongly agreed that studying literary adaptations improves their understanding of grammar. The literary adaptation is an effective material to improve grammar as it provides a rich and interesting context to develop grammar in the English language courses (Ishihara & Chi, 2004). Moreover, Lommel et al. (2006) point out that students can develop their understanding of grammar in a foreign language by watching films with subtitles in the target language. In this case, the learners compare the grammatical rules of the target language with their first language.

The last question in table 5 was designed to discover the students' opinions about which one of the learning skills is developed the most while studying a literary adaptation. The majority of the students (52.1%) selected 'All Skills' (M=3.50, SD=1.67). This may be because they think that learning the four language skills can be developed together. When studying a literary adaptation the four skills in the acquisition of knowledge of a foreign language can be taught in a coherent way, and

practiced together, in spite of the influence of one upon the other. Then, the options of 'Listening' and 'Speaking' received the same score (19% each). This may be because students consider listening as the first skill and foundation for learning other skills (Malkawi, 2010). In addition to that, they may feel that studying literary adaptations gives them the opportunity to speak and communicate in the target language (Golden, 2001; Smith, 2009). However, the options of 'reading' and 'writing' received a very low score; 6.3% of the students selected 'Reading' and 3.5% of the respondents selected 'Writing'. This may be because they think that when studying literary adaptations 'reading and writing' cannot be well developed unlike the 'listening and speaking' skills.

### **Students' Perceptions on Studying Literary Adaptations According to Their Gender**

The T-test results regarding the significant relationship between gender of the participants and their responses to the statements are shown in table 6. This table shows the significant statements according to gender differences at the value of  $P \leq 0.05$ . In addition to that descriptive statistics, the mean (M), standard deviation (SD), mean difference (MD), T-test and significant relationship are explained.

Among all of the significant statements for gender group only the statements number eight and two are meaningful. The data obtained in statement eight indicates that the female students ( $M=4.18$ ,  $SD=1.00$ ) have different opinion compared to the male students ( $M=3.79$ ,  $SD=1.37$ ). This statement is significant at the value ( $P=.000$ ). This may be because the female students are eager to collect information on the film and on the text through research more than the male students. Ehrman and Oxford found that females have more general strategies for studying than males such as



strategies for authentic language use, strategies for searching for collecting information and communicating meaning (as cited in Varol & Yilmaz, 2010). Another reason is that, the female students may be aware of their homework which is given by their teachers to collect information more than the male students.

Table 6

*Significant T-test Results of Students' Perceptions on Studying Literary Adaptations According to Their Gender*

St. N	Statements	G	N	M	SD	MD	T	Sig.
8	The study of literary adaptations on film and TV increases my motivations to collect information on the written text and on the film.	M	243	3.79	1.37	.388	3.41	.000
		F	214	4.18	1.00			
2	The study of literary adaptations on film and TV improves my vocabulary.	M	243	4.03	1.15	.211	2.08	.008
		F	214	4.24	.984			
15	I would prefer to study literary adaptations on film and TV after reading the book.	M	243	1.42	.495	.124	2.76	.000
		F	214	1.30	.460			
4	The study of literary adaptations on film and TV provides an opportunity for me to practice my listening skills.	M	243	4.13	1.02	.088	.937	.035
		F	214	4.05	.984			
7	The study of literary adaptations on film and TV gives me the opportunity to practice my pronunciation skills.	M	243	4.04	1.12	.087	.886	.028
		F	214	3.95	.982			
5	The study of literary adaptations on film and TV improves my spoken English.	M	243	4.10	1.23	.085	.786	.038
		F	214	4.19	1.06			
3	The study of literary adaptations on film and TV improves my understanding of grammar.	M	243	3.82	1.24	.079	.725	.021
		F	214	3.90	1.07			
13	Do you enjoy watching films in English Language?	M	243	1.32	.469	.054	1.25	.012
		F	214	1.27	.445			
11	Which one of the following learning skills is developed the most while studying a film adaptation?	M	243	3.48	1.72	.051	.325	.046
		F	214	3.53	1.63			
12	Do you enjoy watching films at home?	M	243	1.18	.392	.039	1.12	.024
		F	214	1.14	.357			

As for statement two, with a mean difference of .211 indicates that female students (M=4.24, SD=.984) have different point of view compared to the male students (M=4.03, SD=1.15), concerning the study of literary adaptations to improve vocabulary. This may be because the female students see studying literary adaptations

as a way to increase their vocabulary. According to Sasser (2010), females develop their vocabulary more rapidly than males while they are watching, listening, and taking notes simultaneously.

On the other hand, the rest of the statements showed that the opinions of the male and female students bear similarities. These statements indicate that there are statistically significant at  $P \leq 0.05$  level but they are not very meaningful because the means are close to each other. This may be because both groups have understood that watching literary adaptations in English language enables them to learn English better. Moreover, they may have understood that watching literary adaptations gives them the opportunity to listen to English native speakers with better pronunciation, and improves their language skills.

### **Students' Perceptions on Studying Literary Adaptations According to Their Age**

The results of ANOVA and Post Hoc (LSD) tests illustrate the significant relationship of students' perceptions of studying literary adaptations according to their age. Table 9 shows the significant relationship of the statements between age groups of participants at  $P \leq 0.05$  level. Together with this, mean differences and F values are illustrated.

As it can be seen from table 9, in most of the significant statements, the students of ages 17-19 think differently compared to age group of 15-17 and age group of over 19. This may be because the students of these ages have reached 12<sup>th</sup> grade at school and they may have more experience in studying literary adaptations. Another reason is that, the students of these ages may think that watching literary adaptation enables them to be active listeners.

Table 7

*Significant ANOVA Results of Students' Perceptions on Studying Literary Adaptations According to Their Age*

St. N	Statements	Comparing Age Variables	MD	F	Sig.
1	I find watching literary adaptations on film and TV in class enjoyable.	15-17& 17-19 15-17& Ov 19	.68738* .65600*	21.5	.000
10	The study of literary adaptations on film and TV encourages me to consider the differences between the written text and the film version.	15-17& 17-19 15-17& Ov 19	.65655* .47772*	17.4	.000
8	The study of literary adaptations on film and TV increases my motivation to collect information on the written text and on the film.	15-17& 17-19 15-17& Ov 19	.65016* .50229*	15.6	.000
5	The study of literary adaptations on film and TV improves my spoken English.	15-17& 17-19 15-17& Ov 19	.61545* .37242*	15.3	.000
3	The study of literary adaptations on film and TV improves my understanding of grammar.	15-17& 17-19 15-17& Ov 19	.58434* .45226*	13.9	.000
4	The study of literary adaptations on film and TV provides an opportunity for me to practice my listening skills.	15-17& 17-19 15-17& Ov 19	.55416* .32139*	16.6	.000
2	The study of literary adaptations on film and TV improves my vocabulary.	15-17& 17-19	.54308*	13.7	.000
7	The study of literary adaptations on film and TV gives me the opportunity to practice my pronunciation skills.	15-17& 17-19 15-17& Ov 19	.54177* .44866*	14.8	.000
9	The study of literary adaptations on film and TV improves my writing skills.	15-17& 17-19	.50422*	13.8	.000
11	Which one of the following learning skills is developed the most while studying a film adaptation?	15-17& 17-19 15-17& Ov 19	.47322* .79397*	6.44	.002
14	Do you enjoy watching films with subtitles in your first language?	15-17& 17-19	.10299*	3.17	.043

\* The mean difference is significant at the 0.05 level.

Then, age group of over 19 comes with higher mean score than age groups of 15-17. Winitz claims that older learners can develop their receptive skills especially 'listening skills' more rapidly than younger learners (as cited in Mary, 1987). In addition to that, the older learners may pay more attention to the actors' voices than younger learners. They may have the ability to imitate the dialogues of the actors and pronounce words and phrases in the target language accurately. Moreover, because the

age group of over 19 are older and more experienced, they may have learnt lots of vocabulary that helps them to understand the film. The age group of over 19 in statement number 11 indicate that studying literary adaptations helps them to learn language skills all together (M=4.00). They agreed that learning language skills can be developed without separating any of listening, speaking, reading and writing skills. This may be because their life experience with studying literary adaptations has proved that all skills can be developed together.

Regarding the different age groups, the age group of 15-17 received a lower mean score compared to the two former groups. The students of this age group may have problems with the fast speech of the actors and this prevents them from understanding the film well. When they do not understand the film they may not have the ability to practice the language.

### **Students' Perceptions on Studying Literary Adaptations According to Their School**

The T- test results of table 8 show the significant relationship of the students' opinions on studying literary adaptations in EFL classrooms according to their school.

As it can be seen from the table, in most of the statements, the students of private schools think differently than the students of public schools. They did not share the same view about studying literary adaptations in EFL classrooms. The means of the students in private schools received the highest score compared to the means of the students in public schools. This may be because the classes of the private schools are not as crowded as the classes of public schools. In this case, the students of private schools may have more opportunity to participate in the class discussions.

Table 8

*Significant T-test Results of Students' Perceptions on Studying Literary Adaptations According to Their School*

St. N	Statements	S	N	M	SD	MD	T	Sig.
11	Which one of the following learning skills is developed the most while studying a film adaptation?	Pu Pr	221 236	3.04 3.93	1.66 1.57	.882	5.81	.026
10	The study of literary adaptations on film and TV encourages me to consider the differences between the written text and the film version.	Pu Pr	221 234	3.70 4.55	1.36 .752	.854	8.31	.000
5	The study of literary adaptations on film and TV improves my spoken English.	Pu Pr	220 236	3.74 4.52	1.35 .768	.775	7.57	.000
3	The study of literary adaptations on film and TV improves my understanding of grammar.	Pu Pr	221 236	3.50 4.20	1.27 .936	.701	6.71	.000
1	I find watching literary adaptations on film and TV in class enjoyable.	Pu Pr	221 236	3.75 4.41	1.32 .839	.663	6.43	.000
8	The study of literary adaptations on film and TV increases my motivation to collect information on the written text and on the film.	Pu Pr	221 236	3.68 4.25	1.43 .919	.566	5.05	.000
7	The study of literary adaptations on film and TV gives me the opportunity to practice my pronunciation skills.	Pu Pr	221 236	3.72 4.25	1.17 .853	.534	5.57	.000
4	The study of literary adaptations on film and TV provides an opportunity for me to practice my listening skills.	Pu Pr	221 236	3.87 4.30	1.09 .870	.427	4.63	.000
2	The study of literary adaptations on film and TV improves my vocabulary.	Pu Pr	221 234	3.91 4.33	1.14 .972	.423	4.25	.017
9	The study of literary adaptations on film and TV improves my writing skills.	Pu Pr	221 236	3.92 4.28	1.06 .899	.360	3.92	.012
6	The study of literary adaptations on film and TV encourages me to participate in the class discussions.	Pu Pr	221 236	3.70 4.02	1.20 1.15	.319	2.90	.026
14	Do you enjoy watching films with subtitles in your first language?	Pu Pr	221 236	1.42 1.20	.495 .403	.221	5.26	.000
13	Do you enjoy watching films in English Language?	Pu Pr	221 236	1.36 1.23	.482 .426	.129	3.03	.000
12	Do you enjoy watching films at home?	Pu Pr	221 236	1.22 1.12	.416 .329	.098	2.82	.000
15	I would prefer to study literary adaptations on film and TV after reading the book.	Pu Pr	221 236	1.39 1.34	.489 .477	.046	1.02	.045

By contrast, the numbers of students in the public schools are very crowded and they may not have chances of participation. Another reason is that, a suitable hall for showing the film, DVD player or video recorder are more likely to be available in the private schools than in the public schools. The students of private schools may have understood that literary adaptations facilitate the process of language acquisition more than the students of public schools.

On the other hand, the students of public schools ( $M=1.42$ ,  $SD=.495$ ) have different opinion compared to the students of private schools ( $M=1.20$ ,  $SD=.403$ ) concerning question 14. The mean difference of .221 with T-score of 5.26 indicates that this question is significant at  $P=000$  level. This may be because the students of public schools think that watching literary adaptations with subtitles in their first language helps them to understand the story more than the students of private schools. At the same time, in the statements of number 12, 13 and 15, the opinions of the students in public schools and private schools are close to each other. These statements are statistically significant but they are not very meaningful because the means are close to each other. Both groups think that watching films in English is enjoyable. At the same time, they prefer to watch the literary adaptations after they have read the story in the textbook.

### **Students' Perceptions on Studying Literary Adaptations According to their Class**

As it can be seen from table 7, in most of the significant statements for class differences, the grade 12 students think differently compared to the grade 11 students.

The Independent Samples T-test for comparing means showed that the grade 12 students received higher mean score than the grade 11 students at  $P \leq 0.05$  level. This may be because grade 12 students have more experience than grade 11 students.

Table 9

*Significant T-test Results of Students' Perceptions on Studying Literary Adaptations According to Their Class*

St. N	Statements	C	N	M	SD	MD	T	Sig.
8	The study of literary adaptations on film and TV increases my motivation to collect information on the written text and on the film.	11 <sup>th</sup> 12 <sup>th</sup>	225 232	3.54 4.40	1.42 .794	.862	8.00	.000
1	I find watching literary adaptations on film and TV in class enjoyable.	11 <sup>th</sup> 12 <sup>th</sup>	225 232	3.73 4.45	1.31 .825	.719	7.03	.000
10	The study of literary adaptations on film and TV encourages me to consider the differences between the written text and the film version.	11 <sup>th</sup> 12 <sup>th</sup>	225 232	3.80 4.46	1.35 .844	.665	6.28	.000
5	The study of literary adaptations on film and TV improves my spoken English.	11 <sup>th</sup> 12 <sup>th</sup>	225 232	3.82 4.45	1.35 .825	.631	6.03	.000
3	The study of literary adaptations on film and TV improves my understanding of grammar.	11 <sup>th</sup> 12 <sup>th</sup>	225 232	3.56 4.15	1.25 .987	.599	5.67	.000
11	Which one of the following learning skills is developed the most while studying a film adaptation?	11 <sup>th</sup> 12 <sup>th</sup>	225 232	3.23 3.77	1.71 1.60	.540	3.48	.010
7	The study of literary adaptations on film and TV gives me the opportunity to practice my pronunciation skills.	11 <sup>th</sup> 12 <sup>th</sup>	225 232	3.73 4.25	1.16 .869	.525	5.47	.000
4	The study of literary adaptations on film and TV provides an opportunity for me to practice my listening skills.	11 <sup>th</sup> 12 <sup>th</sup>	225 232	3.85 4.33	1.09 .851	.474	5.17	.002
2	The study of literary adaptations on film and TV improves my vocabulary.	11 <sup>th</sup> 12 <sup>th</sup>	225 232	3.90 4.35	1.13 .982	.452	4.55	.012
9	The study of literary adaptations on film and TV improves my writing skills.	11 <sup>th</sup> 12 <sup>th</sup>	225 232	3.88 4.33	1.08 .846	.451	4.96	.003
6	The study of literary adaptations on film and TV encourages me to participate in the class discussions.	11 <sup>th</sup> 12 <sup>th</sup>	225 232	3.64 4.07	1.27 1.05	.428	3.91	.000
13	Do you enjoy watching films in English Language?	11 <sup>th</sup> 12 <sup>th</sup>	225 232	1.34 1.25	.475 .438	.083	1.95	.000
12	Do you enjoy watching films at home?	11 <sup>th</sup> 12 <sup>th</sup>	225 232	1.20 1.14	.400 .350	.057	1.64	.001
14	Do you enjoy watching films with subtitles in your first language?	11 <sup>th</sup> 12 <sup>th</sup>	225 232	1.33 1.28	.472 .454	.044	1.02	.041

According to Prathoomthin (2009), films can be selected as a means or medium to increase students' experiences and to enhance learners' language acquisition. In addition to that, the grade 12 students studied three novels and they may have seen literary adaptations of these three novels at their schools. At the same time, the students of grade 11 studied two novels and they may have seen the film adaptations of two novels in their classes. Another reason for that is because the grade 12 students reach their last year at their preparatory schools and their grades will be counted for admission to universities. They pay more attention to understanding subjects in order to get a higher grade more than the students of grade 11.

On the other hand, the grade 12 students share the same view compared to the grade 11 students for the questions of number 12, 13 and 14. These questions statistically are significant at the level of  $P \leq 0.05$  but they are not very meaningful because the means of these statements are close to each other and their opinions are similar to each other. Both groups think that watching films is enjoyable. In addition to that, they want to watch films with subtitles in their first language, because they think that subtitles help them to understand the story and improve their reading skills.

### **Teachers' Perceptions towards the Use of Literary Adaptations in EFL**

#### **Classrooms**

Some of the statements in the research as shown in table 10 were designed to discover the attitudes of teachers on using the literary adaptations in EFL classrooms. Furthermore, there were some open-ended questions designed to discover more about the attitudes of teachers on using literary adaptations.

In the first statement, the majority of teachers (85.1%) agreed or strongly agreed ( $M=4.13$ ,  $SD=1.08$ ) that students find watching film adaptations enjoyable.



According to Forney (2004) and Magolda (2001) film as an entertainment media can be used in teaching the English language, because films connect students with the course material. Moreover, it enables students to engage with the learning process, whether the learning occurs in classroom or out of classroom.

Table 10

*Teachers' Perceptions towards the Use of Literary Adaptations in EFL Classrooms*

St. N	Statements	N	Options	Percentage	Mean	SD
1	Students find watching literary adaptations on film and TV enjoyable.	67	SD D N A SA	7.5% 0% 7.5% 41.8% 43.3%	4.13	1.08
11	Film adaptations can be used to develop students' imaginative processes.	67	SD D N A SA	1.5% 4.5% 13.4% 46.3% 34.3%	4.07	.892
6	Using literary adaptations on film and TV encourages students to participate in the class discussions.	67	SD D N A SA	4.5% 4.5% 9.0% 50.7% 31.3%	4.00	1.00
10	Using literary adaptations on film and TV encourages students to discuss the differences between the written text and the film version.	67	SD D N A SA	1.5% 11.9% 14.9% 37.3% 34.3%	3.91	1.05
8	Using literary adaptations on film and TV increases students' motivation to read and collect information on the written text and on the film.	67	SD D N A SA	9.0% 4.5% 14.9% 43.3% 28.4%	3.77	1.17
14	Do you allow your students to watch the literary adaptations with subtitles in their first language?	67	Yes No	36.4% 63.6%	1.63	.484
13	I would prefer to use literary adaptations on film and TV after reading the book.	67	Yes No	74.6% 25.4%	1.25	.438

Likewise, the majority of the teachers (80.6%) agreed or strongly agreed (M=4.07, SD=.892) that using literary adaptations helps students to develop their imaginative processes. While watching literary adaptations, students see some events

and some images that they might not have seen before. These imaginative situations may help students to get entertainment from the film (Johnson & Giorgis, 2003; Iannone, 2001). After that, the majority of the respondents (82%) agreed or strongly agreed that “Using literary adaptations on film and TV encourages students to participate in the class discussions” ( $M=4.00$ ,  $SD=1.00$ ). As Roell (2010) points out, watching literary adaptations encourages students to discuss critical question and share their information with each other. After the students watch the film, the teacher can divide them into groups in order to discuss the film together. In addition to that, teachers can give students role-play activities. In this case, the students will take the role of characters and use the language of the film in practice (Whatley, 2012).

As it can be seen from table 10, the majority of teachers (71.6%) agreed or strongly agreed that “Using literary adaptations on film and TV encourages students to discuss the differences between the written text and the film version” ( $M=3.91$ ,  $SD=1.05$ ). Literary adaptations are not always faithful to the texts (Golden, 2001). Some sequences and events of the story may have been changed. According to Muller (2006) teachers can ask students to find differences between the printed text and the movie version. As Watson (2003) elaborates:

Adaptation from a literary original a novel, novel extract or short story helps to clarify similarities and differences between forms and brings out the critical discipline that inheres in creative expression. Mediating between written narrative and its potential transformation into film narrative, students ask ‘How does this work in film?’ but also, ‘What is its function in the novel?’. The process of selection, deletion and addition of material is analytical and evaluative. (p. 61)

The students may find and discuss the parts which are included into the film and the parts which are excluded in the text. Furthermore, the discussions may help them to develop their comprehension. Then, statement eight comes with a mean score of 3.77 (SD=1.17). The majority of respondents (71.7%) agreed or strongly agreed that “Using literary adaptations on film and TV increases students’ motivation to read and collect information on the written text and on the film”. According to teachers’ perceptions, using literary adaptations encourages students to collect information on the film and on the text as well, such as collecting information from the internet, articles and other sources. Moreover, teachers can ask students to collect information about the writer’s life, the characters of the film, filmmakers and news about the film (Stewart, 2006). Then, for the question “Do you allow your students to watch the literary adaptations with subtitles in their first language?”, 63.6% of the respondents answered ‘No’ and 36.4% answered ‘Yes’ with a mean score of 1.63 (SD=.484). According to teachers’ attitudes, using films with subtitles has disadvantages, for this reason the majority of them rejected to use it in their teaching courses. This may be because they think that subtitles distract students’ attention from listening to the real voice of the actors to reading the scripts on the screen (Taylor, 2005). Finally, 74.6% of the teachers with a mean score of 1.25 (SD=.438) preferred to use literary adaptations after reading the book. This may be because they think that if they use the literary adaptation before reading the text it would make it less likely for students to read the story.

Likewise, the teachers for the open-ended questions expressed their attitudes in different ways. For the first open-ended question “Do you have any experience and difficulties when using literary adaptations on film and TV in EFL classrooms?” one of the teachers expressed his/her idea in this way: “*Students tend to enjoy it, but the main difficulty is the language of the film. They prefer to be with native language subtitles*”.

When students do not understand the language of the film, they want to look for the version which has subtitles. This makes students to pay more attention to read the scripts on the screen than listening to the actors' voices. Another teacher mentioned that *"I have four years' experience of using literary adaptations without any difficulties, because students like it very much"*. Accordingly Roell (2010) states that films bring pleasure to students because spoken language is supported by visual elements. This would be a good reason for teachers to use literary adaptations in their classes and encourage their students to watch films. Another teacher mentioned that *"The crowded classes are the main problem"*. When the classes are crowded teachers face difficulties in managing class discussions. Then, for the question "Do you assign any specific tasks to assess your students after watching the film? If so, what are they?" one of the teachers expressed that *"The only task would be commenting on the events, and then comparing it (if it's possible) to the events in the text"*. Teachers can assess their students by giving them the opportunity to comment on the events of the story. In this case, the students can develop their understanding of the story. In addition to that, the teachers can have a conversation with the students so that they could compare the events of the literary adaptation with the events of the written text (Koksal, 2004). According to Whatley (2012), students can be assessed through the activities of post-viewing, because they have seen the end of the film and they may answer some critical questions. Another teacher mentioned that *"I will assess my students by giving them writing homework about the characters of the film then, discuss their summaries at class with each other"*. Students can write their own reflections as a summary about the characters of the film and the story. This helps teachers to have a better understanding of whether the students have understood the film and the story.

For question “In what way does the study of literary adaptations on film and TV assist teachers to teach English language?” one of the respondents expressed that “*It helps teachers to find the ways that facilitate their teaching*”. Teachers can use literary adaptations as a method of teaching language to improve students’ language skills (Buckingham, 2003). Therefore, literary adaptations facilitate teaching by providing a good communication between teachers and students. At the same time, a good communication helps students to interact effectively and then comprehend the story. Then, another teacher mentioned that “*Literary adaptations help teachers to bring a real context into the classroom*”. The use of literary adaptations can be regarded as one of the materials that brings different contexts into the classroom (Golden, 2001). According to Berardo (2006), the main advantage of using literary adaptation in classroom is to show the learners the real voice of the actors. Furthermore, it helps teachers to show students how native speakers interact in their communities. The different contexts may have a positive effect on student motivation to know more about the speakers’ accent and their background cultures. In response to the question “How does the study of literary adaptations on film and TV assist students to improve their language skills?” one of the teachers stated “*By imitating the characters’ speech, students learn how natives are speaking*”. Teaching speaking can be developed by giving the learners role-play and presentation activities. These may motivate the students to speak, act, and practice their language skills (Lazaraton, 2001; Richards & Renanday, 2008). Another teacher said that “*Students’ language skills can be improved through communication*”. Watching literary adaptations encourages students to interact and communicate with each other to develop their language skills more than studying language through the tasks. At the same time, communication helps students to use functions of language instead of structure of language.

Finally, for the question “If there is more than one version of film adaptation available, how do you select which one to use?” the respondents had different points of view. One of the teachers said that *“I select a film that has been adapted to a great degree on the original text of the novel/play”*. Some screenwriters or directors and film production companies tend to add/delete many things in the original text of the novel/play according to the needs of the cinema marketing. When there are major differences between the text book and the film version, students may be confused about the sequences of the events. Another teacher mentioned that *“I watch all of them and then I select the one which is more didactic for the students”*. The pedagogical use of film in foreign language classrooms should be taken into account according to the objectives of language teaching. One of the objectives of teaching may be achieved through using literary adaptations pedagogically. Many things should be taken into consideration when using literary adaptations in classrooms such as age and background of the students. According to Smith (2009), many companies nowadays are producing films that attract a large number of young people but they are not appropriate to be used in educational environments because they feature scenes of sex and violence.

### **Teachers’ Perceptions on Using Literary Adaptations to Teach Language Skills**

The data collected from teachers’ questionnaire on using literary adaptations to teach language skills indicated that a high percentage of the participants agreed that using literary adaptations assists them to teach language skills. Data about the statements, the frequency of the teachers, mean and standard deviation are shown in table 11. As it can be seen from the findings obtained in statement five, the majority of the respondents (77.6%) agreed or strongly agreed that using literary adaptations provides useful material for speaking activities ( $M=4.05$ ,  $SD=.919$ ). According to

Brown and Yule (1983) and Tsang and Wong (2008) the role of teachers in teaching speaking skill is to bring the relevant materials and topics into classroom. Literary adaptations provide learners the opportunity to communicate through the activities and encourage learners to talk, interact, and share their information with each other practically.

Table 11

*Teachers' Perceptions on Using Literary Adaptations to Teach Language Skills*

St. N	Statements	N	Options	Percentage	Mean	SD
5	Using literary adaptations on film and TV provides useful material for speaking activities.	67	SD	1.5%	4.05	.919
			D	4.5%		
			N	16.4%		
			A	41.8%		
			SA	35.8%		
7	Using literary adaptations on film and TV gives students the opportunity to practice their pronunciation skills.	67	SD	6.0%	4.05	1.07
			D	3.0%		
			N	9.0%		
			A	43.3%		
			SA	38.8%		
4	Using literary adaptations on film and TV provides useful material for listening activities.	67	SD	4.5%	4.04	.960
			D	3.0%		
			N	7.5%		
			A	53.7%		
			SA	31.3%		
2	Using literary adaptations on film and TV provides vocabulary activities.	67	SD	7.5%	3.94	1.05
			D	3.0%		
			N	4.5%		
			A	58.2%		
			SA	26.9%		
9	Using literary adaptations on film and TV provides topics for writing assignments.	67	SD	0%	3.76	1.00
			D	14.9%		
			N	19.4%		
			A	40.3%		
			SA	25.4%		
3	Using literary adaptations on film and TV is effective for teaching grammar.	67	SD	3.0%	3.59	1.12
			D	16.4%		
			N	23.9%		
			A	31.3%		
			SA	25.4		
12	Which one of the following learning skills is developed the most while using a film adaptation?	67	Listening	65.2%	1.69	1.25
			Speaking	21.2%		
			Reading	3.0%		
			Writing	0%		
			All Skills	10.6%		

Then, statement seven also received a high percentage (82.1%). The majority of respondents think that using literary adaptations gives students the opportunity to practice their pronunciation skills. While watching literary adaptations students will be motivated to imitate the actors' voices such as stress, rhyme and intonations because native speakers pronounce words correctly. Having good pronunciation of English helps students to communicate and speak more in English (Nation & Newton, 2009). After that, 85% of the participants agreed or strongly agreed ( $M=4.04$ ,  $SD=.960$ ) that using literary adaptations provides useful material for listening activities. Lin (2002) suggests that teachers can use DVD films as an effective material to enhance students' listening skills. According to Lin (2012) when teachers practice listening skills in the classroom, they can focus on intensive listening such as how native speakers use interactional language in the story.

Then, 85.1% of teachers ( $M=3.94$ ,  $SD=1.05$ ) agreed or strongly agreed that "Using literary adaptations on film and TV provides vocabulary activities". Teachers can use a variety of techniques to help students increase their vocabulary such as guessing vocabulary from the context of the film, playing vocabulary games, and exploring new words and phrases in small groups. Richards and Renanday (2008) states that if teachers do not have teaching strategies for new vocabulary such as watching film, learners will be discouraged from making use of language learning opportunities. According to Ismaili (2013), "while watching the movie and completing the vocabulary activities, students acquire and use new words. Learning new vocabulary helps students become more fluent because the more words they know, the easier it is to express themselves" (p. 128).

As for statement nine, 65.7% of the respondents agreed or strongly agreed that "Using literary adaptations on film and TV provides topics for writing assignments"



( $M=3.76$ ,  $SD=1.00$ ). The findings obtained from this statement indicate that teachers can find lots of topics for writing assignments by showing students a scene of the film and then each student writes a summary about it. Then, the statement “Using literary adaptations on film and TV is effective for teaching grammar” received a mean score of  $M=3.59$  ( $SD=1.12$ ). Ishihara and Chi (2004) state that films consist of a set of conversations that teacher can use them to teach grammar. These conversations present grammar and structures of a spoken language. Then, learners will follow the rules of grammar and the structures of spoken languages through watching films (Carter & McCarthy, 2006).

Finally, the majority of the respondents (86.4%) in statement 12 indicated that ‘Listening’ and ‘Speaking’ skills were the most developed skills while using literary adaptations. This may be because they think that listening is a key to teach other skills and it is a foundation to teach other skills (Nunan, 2008). At the same time, the teachers may think that good listening encourages students to interact and speak better. By contrast, the options of ‘Reading, Writing and All Skills’ received very low score (13.6%), this may be because these skills cannot be as well developed as listening and speaking skills. A similar study by Ismaili (2013) found that using films is a useful resource for teaching listening and speaking. Ismaili (2013) in a study under the title “The Effectiveness of Using Movies in the EFL Classroom-A Study Conducted at South East European University” (p.121) found that using films improves students’ listening and speaking skills. Film-based instructions can increase students’ interests and learning motivation. The activities derived from the films, such as the oral presentations enhance students’ listening and speaking skills.

### **Teachers' Perceptions on Using Literary Adaptations According to Their Gender**

The Independent Sample T-test results about the significant relationship between gender of the participants and their responses to the statements are shown in table 12. In most of the significant statements for gender differences, the female teachers have different points of view compared to the male teachers.

As it can be seen from the table, female teachers scored significantly higher than male teachers. This may be because the females use literary adaptations for their courses more than the male teachers. The female teachers may have understood that the use of literary adaptations enables students to get entertainment, as shown in statement number one with a mean difference of .670 and a T score of 2.63. The female teachers may think that students learn more vocabulary thorough discussions with each other. Moreover, the female teachers may think that students can develop their language skills when they are in the centre of learning. Zhou and Xu (2007) in a research conducted in the Canadian universities found that “females were more likely to use student-centred pedagogical approaches in teaching than males” (p.140). Ehrman and Oxford elaborate that females have more strategies for using a real language in real context than males (as cited in Varol & Yilmaz, 2010). The female teachers may think that the use of literary adaptations helps them to use a real language of native speakers through which they develop their teaching style and achieve their objectives in ELT.

By contrast, the male teachers received higher mean score ( $M=1.38$ ,  $SD=.495$ ) than the female teachers ( $M=1.13$ ,  $SD=.350$ ) in statement “I would prefer to use literary adaptations on film and TV after reading the book”. The mean difference of .248 with the T score of 2.39 indicates that the male teachers think differently than the female teachers at  $P=.000$  level. This may be because the male teachers think that

students develop their understanding when they read the text first and then they watch literary adaptations visually.

Table 12

*Significant T-test Results of Teachers' Perceptions on Using Literary Adaptations According to Their Gender*

St. N	Statements	G	N	M	SD	MD	T	Sig.
1	Students find watching literary adaptations on film and TV enjoyable.	M	31	3.77	1.33	.670	2.63	.049
		F	36	4.44	.694			
2	Using literary adaptations on film and TV provides vocabulary activities.	M	31	3.58	1.28	.669	2.70	.008
		F	36	4.25	.691			
6	Using literary adaptations on film and TV encourages students to participate in the class discussions.	M	31	3.67	1.22	.600	2.55	.012
		F	36	4.27	.659			
9	Using literary adaptations on film and TV provides topics for writing assignments.	M	31	3.48	1.06	.516	2.16	.034
		F	36	4.00	.894			
4	Using literary adaptations on film and TV provides useful material for listening activities.	M	31	3.77	1.17	.503	2.20	.032
		F	36	4.27	.659			
11	Film adaptations can be used to develop students' imaginative processes.	M	31	3.80	1.07	.499	2.35	.015
		F	36	4.30	.624			
8	Using literary adaptations on film and TV increases students' motivation to read and collect information on the written text and on the film.	M	31	3.51	1.36	.483	1.70	.049
		F	36	4.00	.956			
10	Using literary adaptations on film and TV encourages students to discuss the differences between the written text and the film version.	M	31	3.70	1.21	.373	1.45	.017
		F	36	4.08	.874			
7	Using literary adaptations on film and TV gives students the opportunity to practice their pronunciation skills.	M	31	3.87	1.33	.351	1.34	.033
		F	36	4.22	.760			
13	I would prefer to use literary adaptations on film and TV after reading the book.	M	31	1.38	.495	.248	2.39	.000
		F	36	1.13	.350			
5	Using literary adaptations on film and TV provides useful material for speaking activities.	M	31	3.93	1.09	.231	1.02	.031
		F	36	4.16	.736			

### Teachers' Perceptions on Using Literary Adaptations According to Their School

Table 13 illustrates the significant relationship of the participants according to their school and their attitudes towards the use of literary adaptations in EFL classrooms. The results were analysed by using Independent Samples T- Test and checked for significance.

Table 13

*Significant T-test Results of Teachers' Perceptions on Using Literary Adaptations According to Their School*

St. N	Statements	S	N	M	SD	MD	T	Sig.
4	Using literary adaptations on film and TV provides useful material for listening activities.	Pr Pu	27 40	3.70 4.27	1.20 .678	.571	2.48	.024
7	Using literary adaptations on film and TV gives students the opportunity to practice their pronunciation skills.	Pr Pu	27 40	3.74 4.27	1.34 .784	.534	2.05	.037
12	Which one of the following learning skills is developed the most while using a film adaptation?	Pr Pu	27 40	1.96 1.51	1.53 .996	.450	1.44	.042
2	Using literary adaptations on film and TV provides vocabulary activities.	Pr Pu	27 40	3.74 4.07	1.28 .858	.334	1.27	.035
14	Do you allow your students to watch the literary adaptations with subtitles in their first language?	Pr Pu	27 40	1.73 1.57	.452 .500	.155	1.28	.010
13	I would prefer to use literary adaptations on film and TV after reading the book.	Pr Pu	27 40	1.18 1.30	.395 .464	.114	1.05	.030

As it can be seen from the table, the respondents of public school in the statements of four, seven, two and thirteen received higher mean scores than the respondents of private schools. The teachers of public schools think differently compared to the teachers of private schools. This may be because the teachers of public schools may have noticed that teaching English is easier with the use of literary adaptations. They may think that using literary adaptations facilitates their style of teaching by showing the text for the second time visually. Another reason is that, the teachers of public schools may have seen how using literary adaptations helps students increase their vocabulary and give students the opportunity to hear the actors' voices and develop their listening skills.

On the other hand, the teachers of private schools received higher mean scores than the teachers of public schools for the statement "Which one of the following learning skills is developed the most while using a film adaptation?". This may be because the teaching hours daily are more in the private schools than in the public

schools. More teaching hours give teachers the opportunity to show the literary adaptation completely and discuss it in detail when needed. In spite of the availability of visual equipment for showing the film, the majority of the teachers in the private schools disagree to use films with subtitles in students' first language. This may be because the teachers' of private schools are aware of the disadvantages of subtitles in students' first language which have a negative effect on students listening skills. In case subtitles are used it is better to be in the foreign language. A similar study by Mitterer and McQueen (2009) found that subtitles in students' first language provide no benefit. The research is done among 121 participants from Max Planck Institute in Radboud University Nijmegen in Netherland. The participants were asked to watch films in both English and Dutch subtitles in order to compare the effects of subtitles in the language spoken in the film with the effects of subtitles in their native language. The study found that foreign language subtitles are helpful but native language subtitles provide no benefit or less benefit especially for grammar and vocabulary learning.

### **Teachers' Perceptions on Using Literary Adaptations According to Their Teaching Experience**

Table 14 shows the significant relationship between years of teaching experience of the participants. Among all of the statements for differences in the years' of teaching experience only statement 14 with an F score of 6.14 showed significant at  $P=.001$  level. The teachers between 10-15 years of teaching experience totally rejected to use literary adaptations with subtitles i.e. they all selected No ( $M= 2.00$ ) as compared to over 15 years of teaching experience ( $M= 1.33$ ,  $MD= .66667^*$ ), one to five years of teaching experience ( $M=1.50$ ,  $MD=.50000^*$ ) and five to ten years of teaching experience ( $M= 1.68$ ,  $MD= .31579$ ). This may be because this group of teachers prefers

to use literary adaptations without subtitles in students' first language. They may think subtitles prevent students from watching the actual film. They may also think that students concentrate on reading rather than listening to the actors' speech.

Table 14

*Significant ANOVA Results of Teachers' Perceptions on Using Literary Adaptations According to their Teaching Experience*

St. N	Statement	Teaching Experience	M	Comparing Years of Teaching Experience	MD	F	Sig.
14	Do you allow your students to watch the literary adaptations with subtitles in their first language?	10-15	2.00	10-15&Ov15	.66667*	6.14	.001
		5-10	1.68	10-15& 1-5	.50000*		
		1-5	1.50	5-10 & Ov 15	.35088*		
		Ov 15	1.33	10-15 & 5-10	.31579*		

\* The mean difference is significant at the 0.05 level.

Then, the teachers between five to ten years of teaching experience also shared different views compared to the group of over 15 years of teaching experience with a mean difference of .35088. This group may have seen the advantages of using literary adaptations in ELT without subtitles in students' first language. The participants of this group may have more confidence in using literary adaptations for learning than those with over 15 years of teaching experience. Likewise, they may believe that students become more familiar with the vocabulary of the foreign languages when the teachers use the original version of the film without subtitles.

## Conclusion

This chapter of the thesis analysed the results and findings obtained from both students' and teachers' questionnaire. Comments have been made for all of the statements and questions, also major findings have been discussed in relation to the

current relevant literature. Furthermore, demographic differences of the participants such as gender, age, class, school and teaching experience were discussed in detail.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **Presentation**

This final chapter of the thesis summarizes the research process and the findings. It then gives practical recommendations for the students when studying literary adaptations and teachers when using literary adaptations in teaching English as a foreign language. After analysing the findings, suggestions for further research will be presented.

#### **Summary of the Results**

As it is mentioned in chapter one, studying literary texts through textbooks is now insufficient in teaching English at the preparatory schools in Kurdistan Region-Iraq. Furthermore, the students should be encouraged with the activities that make the process of learning more motivating and enjoyable. This study was designed to investigate the attitudes of both teachers and students regarding the impacts of literary adaptations in EFL classrooms. For these reasons, the following questions were asked as part of the research:

1. What are students' attitudes towards the study of literary adaptations in EFL classrooms?
2. Does the study of literary adaptations assist students to improve their language skills?
3. What are teachers' attitudes towards the use of literary adaptations in EFL classrooms?



4. Does the use of literary adaptations assist teachers to teach the language skills?
5. Are there any statistically significant differences between teachers' and students' perceptions of literary adaptations and their age, gender, school, class and teaching experiences?

In the following sections, the conclusions of each of the research questions with the demographics differences of both students and teachers will be discussed in detailed by depending on the findings obtained in chapter IV.

### **Students Attitudes towards Studying Literary Adaptations**

Regarding the first research question about the attitudes of students towards the study of literary adaptations in EFL classroom, the results revealed that studying literary adaptations encouraged students to consider the differences between the written text and the film version. When the students see that the adaptation version is not like the text, this enables them to compare the events between the literary adaptation and the textbook. Literary adaptations and their texts are two different medium representing the story in two different modes. Students while reading the text concentrate on how the writer has used narrative, descriptive, dialogue and figurative language. By contrast while viewing, students focus on how the actors are speaking and using the language such as: expressions, gestures and movements. Then, it is concluded that the study of literary adaptations increases students' motivation to collect information on the written text and on the literary adaptation. As Stewart (2006) stated reading skills can be developed through collecting more information about the adaptation and the text. The collected information may be part of students' homework which is given by their teachers or it may be only students' desire to read and collect information extensively.

Based on the findings of this study, the participants also indicated that they prefer to study literary adaptations after reading the book. Watching the adaptation before reading the text makes it less likely for students to read the text because the students get the plot of the story via watching the adaptation and they will not be motivated to read the text.

### **Watching Literary Adaptations for Enjoyment**

The results of the study for the first research question also suggest that students enjoy watching film at home and at school. Based on the information provided by the participating students, literary adaptations can be regarded as an entertainment media because the traditional means of studying literary texts do not always provide learning opportunities in the same way as the literary adaptation can. Watching literary adaptations in the classroom encourages students to talk and discuss certain topics with each other in relation to the adaptation. It is also concluded that students enjoy watching films in English because it helps them to listen to the native speakers of English and get the correct English language. Furthermore, the correct English words and phrases motivate students to imitate the actors and improve their pronunciations.

### **Studying Literary Adaptations to Improve Language Skills**

The second research question aimed to investigate whether studying literary adaptations assists students to improve their language skills. The results of the study concluded that most of the students are aware of the positive impact of studying literary adaptations on improving their language skills. The findings revealed that the four language skills can be enhanced through studying literary adaptations since watching

literary adaptations can create communicative situations that motivate them to improve their language skills.

According to the respondents, the results also showed that studying literary adaptations improves students' vocabulary. Based on the findings, the participants indicated that vocabulary acquisition is one of the components of developing successful communication and literacy skills, and also it has been seen as an important part of learning a language. The findings also concluded that according to the respondents, the study of literary adaptations improves students' understanding of grammar. The results showed that literary adaptation is a useful material to understand the grammar of a target language because adaptations provide a rich context that enables students to be familiar with the functions of grammar in the communication situations (Ishihara & Chi, 2004).

### **Teachers' Perceptions towards Using Literary Adaptations**

When looking at the conclusions obtained through the third research question and the goals that this research hoped to achieve, this study certainly was able to show teachers' perceptions towards using literary adaptation in EFL classrooms. The results of the study showed that English language teachers have positive attitudes toward using literary adaptations. They believe that using literary adaptations along with the textbook makes teaching easier and provides the opportunity to use two modes of teaching instead of one. The teachers are also aware that using literary adaptations as one of the ways that encourages students to participate in the class discussions and motivate them to consider the differences between the adaptation version and the written text. When students compare the adaptation version with the written text they will be encouraged to search for further information about the other works of the author or about the

characters of the film. The results of the study also showed that teachers have different ideas than students about using films with subtitles. Unlike students, the majority of teachers refused to use films with subtitles because it distracts students' from listening to the actual spoken language.

### **Using Literary Adaptations to Teach Language Skills**

The fourth research question was designed to find out whether using literary adaptations assists teachers to teach language skills. The study shows that the majority of teachers in the preparatory schools of Kurdistan Region-Iraq believe that using literary adaptation assist teachers to teach the language skills. As discussed in chapter IV, using literary adaptations provides useful material for listening activities. When teachers use literary adaptations they bring the real voices of English native speakers into the classroom. The results also showed that literary adaptations provide useful materials for speaking activities. The teachers expressed that using literary adaptations encourage students to speak and comment about the events of the story with each other. Moreover, it gives students the opportunity to practice their pronunciation skills. The findings also disclosed that literary adaptations provide topics for writing assignments. The teachers believe that literary adaptations contain many topics that they can give students as writing assignments. It can also be concluded that literary adaptations provide vocabulary activities. The English language teachers can use a variety of techniques to help students explore new words and phrases such as guessing vocabulary from the context of the adaptation and playing vocabulary games (Gareis et al., 1998). It is also argued that, combining text with “visual elements is more effective in facilitating vocabulary learning than providing only definitions of words” (Akbulut, 2007. p. 57). Finally, the results of the study showed that using literary adaptations is

effective for teaching grammar. Using literary adaptations assists teachers to teach grammar because literary adaptations show a lot of conversations and dialogues that present grammar and structures of a spoken language. When students listen to them they will be automatically encouraged to follow the rules of grammar and the structures of spoken languages of the adaptation.

### **Students' Demographic Differences and Literary Adaptations**

When looking at the conclusions obtained through the last research question and regarding the significant differences of the students' demographic differences, several conclusions can be drawn.

The results of the study for gender difference showed that the female students are more aware of collecting information on the literary adaptation and the text than the male students. This may be because the females are more motivated to collect information than the male students. Based on the findings of this study, the female participants believe that studying literary adaptations helps them to improve their vocabulary. As Sasser (2010) states the females can develop their language faster than males. The female students may be aware of the importance of the activities that enable them to increase their vocabularies. At the same time, the female students take care of their homework more than the male students. Varol and Yilmaz (2010) in their study found that "female learners seemed to benefit from the opportunities of learning English more than the male learners" (p.242). The participants consisted of 80 students from a public primary school in Turkey. The study found that the female learners like to watch English TV programs more than the male learners. The female learners are more aware of the activities that enable them to develop their vocabulary by noting down new words and their meanings. Likewise for the rest of the statements, the results

showed that the male and female students share similar perspectives. The findings also concluded that the students share the same view concerning the study of literary adaptations. They believe that studying literary adaptations improves their listening skills, speaking skills, pronunciations skills and understanding of grammar.

Likewise, the results obtained in chapter IV showed that grade 12 students' think differently compared to grade 11 students'. It seems that grade 12 students' care more about the importance of understanding literary adaptations than grade 11 students' because they are in the last grade of the preparatory school and good grades will assist their admission to universities. This also motivates them to take part in the activities and practice the language that they have learnt from watching the adaptation. Students' experiences could be another reason for the positive responses of grade 12, because they have studied more stories with their literary adaptations compared to grade 11 students'.

Regarding demographic differences which relate to schools, the study showed that students in private schools feel more positive towards studying literary adaptations than students in public schools. Due to the fact that the number of students in the private schools is lower than the number of students in the public schools, the former group had more chances of participating in class discussions. By contrast, the results of the study showed that the students of public schools are more eager to watch films with subtitles in their first language than the students of private schools.

The One-Way analysis of variance (ANOVA) showed that the age group of 17-19 think differently compared to the age group of 15-17. The older learners have more positive attitude towards studying literary adaptations than younger learners. The students' ages 17 to 19 are in grade 12 so they have more experience in watching literary adaptations. The positive responses of this age group showed that watching

literary adaptations enables them to develop their language skills. Unlike the older students, the younger students enjoy watching films with subtitles in their first language

### **Teachers' Demographic Differences and Literary Adaptations**

Regarding the results which relate to gender, the study showed considerable differences based on the demographic differences of teachers. The study concluded that the female teachers are more aware of using literary adaptations in their teaching than the male teachers. The female teachers have a positive attitude towards using literary adaptations as compared to the male teachers. Ilter (2009) states that females want to use technology such as; films, videos, CDs and e-learning in the classrooms more than males. It seems that using films is more enjoyable for the females than for the males. The findings also showed that the female teachers think that literary adaptations provide useful material for listening activities since listening activities give students the opportunity to listen to native speakers and then practice their pronunciation skills.

As discussed in chapter IV, the attitudes of teachers in the public and private schools are different about using literary adaptations in EFL classrooms. The results showed that the teachers in public schools think that using literary adaptations provides listening activities, vocabulary activities and gives students the opportunity to practice their pronunciation skills. The study also concluded that the teachers of the public schools prefer to use literary adaptations after reading the book.

When the data was analysed, the results showed that the teachers with more teaching experience do not like to allow their students to watch the literary adaptations with subtitles in their first language. The teachers who have 10-15 and over 15 years of teaching experience received the highest mean score compared to the teachers with fewer years of teaching experience. The experienced teachers may have noticed that

subtitles prevent the students from listening to the actual spoken language in the film and encourages them, instead, to focus only on reading the subtitles.

### **Recommendations**

This research has found that the majority of the English language teachers of preparatory schools in Kurdistan Region-Iraq were aware of using literary adaptations in their English language courses. The attitudes of teachers are positive towards using literary adaptations in EFL classrooms. The results concluded that using literary adaptations provides further activities and makes teaching easier. At the same time, it reveals that the students enjoy watching literary adaptations both in class and at home. Moreover, studying literary adaptations improves their language skills. Therefore, based on the conclusions of the study the following recommendations can be made:

1. The results indicated that teachers and students have positive attitudes towards using literary adaptations. Therefore using literary adaptations should be taken into consideration as one of the ways of teaching and learning the English language in order to help students understand the story.
2. The students mostly stated that they face difficulty while watching literary adaptations especially with the fast speech of the actors. Therefore, the teachers need to use literary adaptations more than one time when needed, in order to help students understand the language of the actors.
3. Based on the findings of the study, the students indicated that they improve their language skills through studying literary adaptations. Therefore, teachers need to increase the activities that enable students to develop their viewing skills along with listening, speaking, writing, and reading skills. Integrating viewing skills needs to be included as a valuable component in whole language



instruction especially during pre-viewing, while-viewing and post-viewing activities.

4. Teachers should use literary adaptations after the students read the story. When the teachers use the text first and then use the literary adaptation, they assist their students to understand the story better. If not, students will be discouraged from reading the text in detail.
5. Unlike students, the majority of teachers rejected to use films with subtitles in students' first language. Therefore, using films with subtitles in students' first language should be avoided. When the availability of the original version of the film there is no need for teachers to select the one which has subtitles because subtitles cause viewers to concentrate only on reading scripts on the screen than listening the actual spoken language. In case if still subtitles are used it is better to be English subtitles since English subtitles connect students with the course materials and help them to understand the story.
6. Teaching materials such as, a DVD player and a big hall should be provided by the ministry of education especially for the public schools. If these materials are not present in today's digital environment at schools, the students will be demotivated.
7. Teaching hours should be maximised in the public schools so that the teachers could show the literary adaptation completely and the students have more opportunities to stay at school and enjoy watching the film.

### **Suggestions for Further Research**

Because this study was limited to the preparatory schools in Kurdistan Region-Iraq using only the questionnaire survey instrument for data collection, additional

studies should be conducted employing qualitative methods of data collection. Additional qualitative techniques, such as interviews and focus groups, could be used to explore other impacts of literary adaptations in EFL classrooms. The findings showed that teachers and students have different points of view on using literary adaptations according to their school. Therefore, a comparative study could be carried out to find out more about the perspectives of teachers and students towards literary adaptations in both private and public schools. Making comparisons on using literary adaptations between public and private schools enables teachers to know the merits and demerits of using literary adaptations in different places while teaching English. The findings of the study mainly indicated that teachers and students have different perspectives concerning using literary adaptations with subtitles. Therefore, an experimental study should be conducted on using films with subtitles and without subtitles. Furthermore, a comparative study should be conducted on using films with subtitles in students' first language and using films with subtitles in English language. This allows both teachers and students to know more about the effects of using subtitles on students' learning.

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## APPENDIXES

### Appendix A

#### Students' Questionnaire

**Dear Student**

I am currently finishing my Master Degree in English Language Teaching at Near East University and am working on my Thesis entitled “**Teachers’ and Students’ Perceptions towards Literary Adaptations in EFL Classrooms**”.

My research is based on the completion of individual teachers’ and students’ surveys. The goal of this questionnaire is to know the views of students towards literary adaptations in EFL classrooms. Personal information collected in this questionnaire will only be used for research purposes. It will be anonymous and will be kept confidential. There will be no identifying information other than age, gender, class and school. I would greatly appreciate your taking the time to complete this questionnaire.

**Researcher:** Amanj Abdullah Saeed

**Supervisor:** Asst. Prof. Dr. Mustafa Kurt

**University:** Near East University – Cyprus

**Email:** [amanjarya@hotmail.com](mailto:amanjarya@hotmail.com)

**Phone Number:** (00964 750 368 01 01)

**Part A: Background information**

1. Gender: Male ..... Female .....
2. Age between: (15- 17) years..... (17- 19) years ..... Over (19) years.....
3. School: Public ..... Private .....
4. Class: 11<sup>th</sup> Grade ..... 12<sup>th</sup> Grade .....

**Part B: Tick (✓) the option which best reflects your opinion.**

Number	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I find watching literary adaptations on film and TV in class enjoyable.					
2	The study of literary adaptations on film and TV improves my vocabulary.					
3	The study of literary adaptations on film and TV improves my understanding of grammar.					
4	The study of literary adaptations on film and TV provides an opportunity for me to practice my listening skills.					
5	The study of literary adaptations on film and TV improves my spoken English.					
6	The study of literary adaptations on film and TV encourages me to participate in the class discussions.					
7	The study of literary adaptations on film and TV gives me the opportunity to practice my pronunciation skills.					
8	The study of literary adaptations on film and TV increases my motivation to collect information on the written text and on the film.					
9	The study of literary adaptations on film and TV improves my writing skills.					
10	The study of literary adaptations on film and TV encourages me to consider the differences between the written text and the film version.					

11. Which one of the following learning skills is developed the most while studying a film adaptation? Tick (✓) one of them.

Listening .....Speaking .....Reading .....Writing .....All skills equally .....

12. Do you enjoy watching films at home?

Yes ..... No .....

13. Do you enjoy watching films in English language?

Yes ..... No .....

14. Do you enjoy watching films with subtitles in your first language?

Yes ..... No .....

15. I would prefer to study literary adaptations on film and TV after reading the book.

Yes ..... No .....

16. Do you face any challenges when studying literary adaptations on film and TV?

If so, explain briefly.

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## **Appendix B**

### **Teachers' Questionnaire**

**Dear Teacher**

I am currently finishing my Master Degree in English Language Teaching at Near East University and am working on my Thesis entitled “**Teachers’ and Students’ Perceptions towards Literary Adaptations in EFL Classrooms**”.

My research is based on the completion of individual teachers’ and students’ surveys. The goal of this questionnaire is to know the views of teachers towards literary adaptations in EFL classrooms. Personal information collected in this questionnaire will only be used for research purposes. It will be anonymous and will be kept confidential. There will be no identifying information other than gender, school and teaching experience. I would greatly appreciate your taking the time to complete this questionnaire.

**Researcher:** Amanj Abdullah Saeed

**Supervisor:** Asst. Prof. Dr. Mustafa Kurt

**University:** Near East University – Cyprus

**Email:** [amanjarya@hotmail.com](mailto:amanjarya@hotmail.com)

**Phone Number:** (00964 750 368 01 01)

**Part A: Background information**

1. Gender: Male ..... Female .....
2. School: Private ..... Public .....
3. Teaching Experience: (1-5) years ..... (5-10) years .....  
(10-15) years..... Over (15) years.....

**Part B: Tick (✓) the option which best reflects your opinion.**

Number	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Students find watching literary adaptations on film and TV enjoyable.					
2	Using literary adaptations on film and TV provides vocabulary activities.					
3	Using literary adaptations on film and TV is effective for teaching grammar.					
4	Using literary adaptations on film and TV provides useful material for listening activities.					
5	Using literary adaptations on film and TV provides useful material for speaking activities.					
6	Using literary adaptations on film and TV encourages students to participate in the class discussions.					
7	Using literary adaptations on film and TV gives students the opportunity to practice their pronunciation skills.					
8	Using literary adaptations on film and TV increases students' motivation to read and collect information on the written text and on the film.					
9	Using literary adaptations on film and TV provides topics for writing assignments.					
10	Using literary adaptations on film and TV encourages students to discuss the differences between the written text and the film version.					
11	Film adaptations can be used to develop students' imaginative processes.					

12. Which one of the following learning skills is developed the most while using a film adaptation? Tick (✓) one of them.

Listening .....Speaking .....Reading .....Writing .....All skills equally .....

13. I would prefer to use literary adaptations on film and TV after reading the book.

Yes ..... No .....

14. Do you allow your students to watch the literary adaptations with subtitles in their first language?

Yes ..... No .....

15. Do you have any experience and difficulties when using literary adaptations on film and TV in EFL classrooms?

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16. Do you assign any specific tasks to assess your students after watching the film? If so, what are they?

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17. In what way does the study of literary adaptations on film and TV assist teachers to teach English language?

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18. How does the study of literary adaptations on film and TV assist students to improve their language skills?

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19. If there is more than one version of film adaptation available, how do you select which one to use?

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## Appendix C

### Students' Questionnaire in Kurdish Language

#### رأپرسی قوتابیان

#### قوتابی بهرین

من له ئیستادا ماسته‌نامه‌که‌م ته‌واو ده‌که‌م له به‌شی زمانی ئینگلیزی زانکۆی رۆژه‌لاتی نزیک وه‌ کار له لیکۆلینه‌وه‌که‌م ده‌که‌م به‌ ناو‌نیشانی " تیگه‌یشتنی مامۆستایان و قوتابیان ده‌رباره‌ی ئه‌ده‌بی ئاماده‌کراو له وتنه‌وه‌ی زمانی ئینگلیزی وه‌ک زمانی بیانی له پۆله‌کاندا".

لیکۆلینه‌وه‌که‌م پشت ده‌به‌ستیت به‌ روپۆی ته‌نهای مامۆستایان و قوتابیان. ئامانجی ئه‌م پرسیارنامه‌یه زانینی بیرورای قوتابیانه‌ ده‌رباره‌ی ئه‌ده‌بی ئاماده‌کراو له فیربونی زمانی ئینگلیزی وه‌ک زمانی بیانی له پۆله‌کاندا.

زانیاریه‌ که‌سیه‌کانی که‌ بۆ ئه‌م پرسیارنامه‌یه‌ کۆده‌کرینه‌وه‌ ته‌نها بۆ مه‌به‌ستی لیکۆلینه‌وه‌یه. زانیاریه‌کان به‌ راسپاردوه‌ ده‌پاریزین. زانیاریه‌کان هیچ ناسینه‌وه‌یه‌کی تیدا نیه‌ جگه‌ له ته‌مه‌ن, په‌گه‌ز, پۆل وه‌ قوتابخانه. به‌ژداریکردنتان بۆ ته‌واوکردنی ئه‌م پرسیارنامه‌یه‌ به‌رز ده‌نرخینم.

لیکۆله‌ر: ئامانج عبدالله سعید

سه‌ره‌رشتیار: پ. ی. د. د. مسته‌فا کورت

زانکۆ: زانکۆی رۆژه‌لاتی نزیک- قوبرس

ئیمه‌یل: [amanjarya@hotmail.com](mailto:amanjarya@hotmail.com)

ژماره‌ی مۆبایل: 009647503680101

بەشى 1 : پرسیارە کەسیهکان

1. رەگەز : نیر ..... می ..... .

2. تەمەن لە نیوان : ( 15-17 ) سال ..... ( 17-19 ) سال ..... سەروی ( 19 ) سال ..... .

3. قوتابخانە : گشتی ..... تایبەت ..... .

4. پۆل : یازدەیم ..... دوازدەهیم ..... .

بەشى ب : نیشانهی راست (✓) لەم خانەیه دابنێ کە گونجاو لەگەڵ بیروبوچونی تۆ .

ژمارە	بەیانەکان	نۆز ھاپام	ھاپام	قاپین	ھاپا نی	نۆز ھاھاپام
1	لە سەیرکردنی ئەدەبی ئامادەکراو بۆ فیلم و تەلەفزیۆن لە پۆلدا چیژ وەرەگرم.					
2	خویندنی ئەدەبی ئامادەکراو لە فیلم و تەلەفزیۆن وشەى زیاترم فیڕدەکات.					
3	خویندنی ئەدەبی ئامادەکراو لە فیلم و تەلەفزیۆن تیگەیشتم لە پێزمان باشتەر دەکات.					
4	خویندنی ئەدەبی ئامادەکراو لە فیلم و تەلەفزیۆن ھەلى پراکتیزە کردنی کارامەیی گۆیگرتنم پێدەبەخشیت.					
5	خویندنی ئەدەبی ئامادەکراو لە فیلم و تەلەفزیۆن ئاخفتنم بە زمانی ئینگلیزی باشتەر دەکات.					
6	خویندنی ئەدەبی ئامادەکراو لە فیلم و تەلەفزیۆن ھانم دەدات بۆ بەژداریکردن لە گفتوگۆیەکانی پۆل.					
7	خویندنی ئەدەبی ئامادەکراو لە فیلم و تەلەفزیۆن ھەلى پراکتیزەکردنی کارامەیی وتنم پێدەبەخشیت.					
8	خویندنی ئەدەبی ئامادەکراو لە فیلم و تەلەفزیۆن زیاتر ھانم دەدات بۆ کۆکردنەوێ زانیاری لەسەر تیکستە نوسراوێکە و فلیمەکە.					
9	خویندنی ئەدەبی ئامادەکراو لە فیلم و تەلەفزیۆن کارامەیی نوسینم باشتەر دەکات.					
10	خویندنی ئەدەبی ئامادەکراو لە فیلم و تەلەفزیۆن ھانم دەدات جیاوازی نیوان تیکستە نوسراوێکە و فیڕژنی فیلەکە ببینم.					

11. كام له كارامه‌ييه‌كاني فيربوون زياتر پيش ده‌كه‌ون له‌كاتي خوښندنې ئه‌ده‌بي ئاماده‌كراو؟ يه‌كيان هه‌لبژځځه  
گوځگرتن ..... قسه‌کردن ..... خوښندنه‌وه ..... نو‌سین ..... هه‌موويان وه‌ك يه‌ك .....
12. ئايا له‌سه‌ير کردني فيلم له‌ماله‌وه چيژ وهرده‌گري ؟  
به‌لې ..... نه‌خيځر .....
13. ئايا له‌سه‌يرکردني فيلم به‌زمانې ئينگليزي چيژ وهرده‌گري ؟  
به‌لې ..... نه‌خيځر .....
14. ئايا له‌سه‌يرکردني فيلم به‌ژيرونسي زمانې خوت چيژ وهرده‌گري ؟  
به‌لې ..... نه‌خيځر .....
15. خوښندنې ئه‌ده‌بي ئاماده‌كراو له‌ فيلم و ته‌له‌فزيوون په‌سند ده‌كه‌م دواي خوښندنې په‌رتوكه‌كه.  
به‌لې ..... نه‌خيځر .....
16. روبه‌پوي هيچ ئاسته‌نگيځ ده‌بيته‌وه له‌كاتي خوښندنې ئه‌ده‌بي ئاماده‌كراو له‌ فيلم و ته‌له‌فزيوون ؟ ئه‌گه‌ر وايه ،  
پوني بكه‌ره‌وه به‌ كورتي.

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## Appendix D

## Approval Letter by Ministry of Education-KRG

<b>إقليم كوردستان - العراق</b> <b>مجلس الوزراء</b> <b>وزارة التربية</b> <b>المديرية العامة للتخطيط التربوي</b> <b>مديرية البحوث والدراسات</b>	 <b>Kurdistan Regional Government</b> <b>Council of Ministers</b> <b>Ministry of Education</b>	<b>هه‌ریمی کوردستان - عێراق</b> <b>ئه‌نجومه‌نی وه‌زیران</b> <b>وه‌زاره‌تی په‌روه‌رده</b> <b>پ.گ. پلان دانانی په‌روه‌رده‌یی</b> <b>به‌ریوه‌به‌رایه‌تی توێژینه‌وه</b>
Date: 16/ 12 / 2012		ژماره: ٢٥٠٠ / ریکه‌وت: ٢٥ / سه‌رماوه‌ز / ٢٠١٢

بۆ/ به‌ریوه‌به‌رایه‌تی گشتی په‌روه‌رده‌ی (ده‌هۆك - سلێمانی)

بایه‌ت/ ئاسانکاری

به‌ریز (نامانج عبدالله سعید) مامۆستای پسیپۆری زمانی ئینگلیزی له‌سه‌ر میلاکی به‌ریوه‌به‌رایه‌تی گشتی په‌روه‌رده‌ی هه‌ولێر، وه‌ ئیستا قوتابی خۆیندنی بالا (ماسته‌ر)ه‌، داواکاره‌ که‌وا ئاسانکاری بۆ بکریت بۆ سه‌ردانی کردنی چهند قوتابخانه‌یه‌کی ئاماده‌یی له‌ سنووری به‌ریوه‌به‌رایه‌تی گشتی په‌روه‌رده‌کان بۆ دابه‌ش کردنی فۆرمی راپرسی به‌ سه‌ر قوتاییانی پۆلی (یازده و دوازه) ی ئاماده‌یی، بۆیه ئیمه‌ لاریمان نیه‌ له‌ کار ئاسانی. له‌گه‌ل رێژدا

**یوسف عثمان یوسف**

ب.گ. پلان دانانی په‌روه‌رده‌یی

وێنه‌یه‌ك بۆ:

- به‌ریوه‌به‌رایه‌تی گشتی په‌روه‌رده‌ی هه‌ولێر/ نووسراوتان ژماره‌ (٣٤١١) له‌ (٩-١٢-٢٠١٢) بۆ زاین و کاری پیتیست بۆ هه‌مان مه‌به‌ستی سه‌رده‌/ له‌گه‌ل رێژدا.
- ب.گ. پلان دانانی په‌روه‌رده‌یی / ب. توێژینه‌وه‌/ له‌گه‌ل به‌رایه‌یه‌کان.
- خولار.