People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohammed Seddik Ben Yahia, Jijel

Department of English

Investigating Students' Attitudes towards the Use of Adapted Films to Enhance their Reading Comprehension

The Case of 3rd Year Students of English, University of Jijel

A Dissertation submitted in Partial Fulfillment of the Requirement for Master Degree in Didactics of English

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Academic Year: 2019-2020

Dedication

I dedicate this humble work

*To my sympathetic **Mother** and my thoughtful **Father** whose love and support guided me all*

the way to success

To my dear Sisters and Brothers who always encouraged me in all possible ways

*To my sincere friends **Amira, Ahmed** for their help, insights, and motivation*

To Every beloved one for standing by my side.

__Ikhlasse__

Dedication

I dedicate this work to

Every person who taught me English

Madjda

Acknowledgements

First and foremost, we thank Almighty Allah for giving us the strength, courage and patience to finish this work despite all the obstacles we have faced.

*We would like to express our deep sense of gratitude to our supervisor **Dr. BOUNAR Fateh** for his guidance and encouragement.*

*Our sincere thanks go to **Ms. GHABGHOUB Souheyla**, **Ms. ZERAOULIA Asya** and **Dr. BOUZENOUN Abdeldjalil** for devoting their time to answering our questions concerning this work.*

*Last and not least we would like to thank in advance the board of the jury **Dr. AZIEBSamia** and **Ms. BOUKHEDENNA Amal,** who have kindly accepted to evaluate our humble work.*

Abstract

This study seeks to explore the attitudes of third-year students at the University of Mohammed Seddik Ben Yahia towards the use of adapted films to improve their reading comprehension. Reading comprehension requires the activation of background knowledge, which seemingly EFL learners fail to activate, and hence find it difficult to understand what they are reading. In an attempt to find effective strategies to enhance reading comprehension, the study suggests using adapted films. The researchers thusput forward the following hypothesis: if adapted films were implemented, they would improve EFL learners' reading comprehension through activating their background knowledge. To test this hypothesis, a quantitative approach was utilized with descriptive statistical data collected using an online questionnaire administered to 60 third-year students of English. The findings revealed that most of the respondents hold positive attitudes towards adapted films. They believe that they activate the background knowledge that helps enhance their reading comprehension.

Key words: adapted films, attitudes, background knowledge, reading comprehension

List of Abbreviations

CALL: **C**omputer **A**ssisted **L**anguage **L**earning

EFL: English as a **F**oreign **L**anguage

ESL: English as a **S**econd **L**anguage

TEFL: **T**eaching **E**nglish as a **F**oreign **L**anguage

Q: Question

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Introduction

English language skills are essential to attain proficiency. These skills are either receptive or productive. Receptive skills involve reading and listening while productive skills consist of writing and speaking. Reading, in particular, is the ability to comprehend and interpret written words. Grabe and Stoller (2002) pointed out that reading comprehension is the ability to understand the information in a text and interpret it appropriately.

Reading has undoubtedly been deemed an essential skill that EFL learners need to master. Recently, more attention has been directed to the use of authentic materials in enhancing reading comprehension. They are effective tools that can be used to make reading comprehension easier and fun for the learners. Adapted films, as one of the authentic materials, aim to develop learners' reading comprehension skills. The current study seeks to investigate students' attitudes towards the use of adapted films to enhance their reading comprehension skills.

1. Background of the Study

Research over the best method to teach the reading skill is an ongoing process. Therefore, researchers are in a pursuit for more appropriate and innovative techniques that can attract and motivate learners to develop their reading comprehension skills. One way of enhancing learners' reading comprehension is through engaging them in authentic settings. Films, as one type of materials, can be a useful strategy in developing learners reading skills. In this vein, Mayer (2005) suggested the multimedia theory which proposes that "people learn more deeply from words and pictures than from words alone" (p. 47)

Tomalin (1986) stated that films help to bring the outside world into the classroom to enhance students' motivation and support them to communicate with each other. Gambrell and Jawitz (1993) on their part, pointed out that movies provide a wonderful opportunity for students to gain background understanding to combine with their understanding of a story or

concept. When reading a text, movie features can help students connect to new information and adapt their new thoughts, images, and feelings to the text at hand (as cited in Ismaili, 2013, p. 121)

Another study that supports the use of movies in classrooms is that of Herron and Hanley (1992) they believed that using movies offers background information that activates prior knowledge, which is essential in stimulating the reading comprehension. According to Keene and Simmerman (1997) movies provide the students with the ability to become more engaged in their reading and use their images, draw conclusions, interpret and   recall ideas from the text (as cited in Ismaili, 2013, pp. 122-124).

Erickson and Rankin (2003) investigated the use of Read-Watch-Read method in which the students can build some background of the text, make predictions, watch parts of the film then read more of the text. Similarly, Draper (2012) stated that the use of films in EFL classes enables the reader to picture or to visualize the event, characters, narration, story, and words in the context (as cited in Ismaili, 2013, p. 123).

Most of the studies discussed so far shed light on the importance of using movies in developing the reading skill. The current study aims to investigate student's attitudes towards the use of the adapted films to enhance reading comprehension. This study will be quantitative, using a questionnaire to collect the required data. The conclusions drawn from the above studies are considered to be useful for this research. However, although the literature has been varied in terms of integrating films in EFL classes, there has not been, to the researcher's current knowledge, any research conducted about what EFL students at the University of Mohammed Seddik Ben Yahia, think of using adapted films to activate their background knowledge and improve their reading comprehension. Consequently, this inquiry

attempts to fill this gap in the existing literature and seeks to figure out the attitudes of EFL students towards the use of adapted films to enhance their reading comprehension.

2. Research Hypothesis

On the grounds of the background discussed above, this study sets forth the following hypothesis:

✓ If English Foreign Language learners watched adapted films, this would enhance their reading comprehension skills.

3. Statement of the Problem

According to the schema theory, comprehending a text is an interactive process between the readers' background knowledge and the text (An, 2013, p. 131) Achieving successful reading comprehension requires the ability to relate textual materials to one's own background knowledge. According to Awabdy (2012) background knowledge can be crucial for the learners to be able to understand   what a text is really about. Yet, EFL learners find difficulties in activating their background knowledge. To overcome the problem raised, it was suggested that EFL learners at the University of Mohamed Seddik Ben Yahia, find adapted films useful to activate their background knowledge about the text. This strategy could be effective in enhancing their reading comprehension.

4. Research Questions

The current study aims at answering the following research questions,

✓ What attitudes do third-year students hold towards the use of adapted films to enhance their reading comprehension skills?

✓ What are the problems third-year students of the University of Mohammed Seddik Ben Yahia may encounter in reading comprehension?

✓ To what extent do third-year students hold positive attitudes towards watching adapted films?

5.   The Aim and Significance of the Study

Films as an authentic material can serve as a source of input in language teaching and learning. This study attempts to highlight the efficiency of using authentic tools to support reading comprehension skills. Specifically, it aims at investigating the students' attitudes towards watching adapted films to develop their reading comprehension. The study could be significant to EFL teachers as well as learners. It might be significant to the teachers as it provides them with new ideas and strategy. It also could be useful to the learners to become more engaged in their reading and use their images to draw conclusions.

6.   The Methodology of the Research

To test the research hypothesis of this study, and to check the validity as well, a questionnaire is designed. This questionnaire aims to investigate students' attitudes towards the use of adapted films for developing reading comprehension skills. The questionnaire was posted online in a Facebook group of third-year students, studying at the University of Mohammed Saddik Ben Yahia, Jijel.

7.   The Structure of the Study

The current study consists of two chapters; the first chapter constitutes a review of the literature while the second is devoted to the field of work. The first chapter is divided into two sections. The first section is an overview of reading comprehension. The second section covers the use of adapted films in education and their impact on developing reading comprehension. The last chapter presents the population and sample besides the description, analysis, and discussion of the questionnaire. Eventually, the limitations of the study and some suggestions for further research are stated.

Chapter One: Reading Comprehension and Adapted Films

Introduction

This chapter is an overview of issues related to reading comprehension and the role of adapted films in enhancing it. The chapter is divided into two sections. On one hand, the first section discusses the definitions provided by different scholars along with the types and purpose of reading. Additionally, it outlines the common reading strategies used by learners in their reading. Moreover, it highlights the process of teaching reading and the different models of reading. It sheds light on the definition of reading comprehension and the difficulties encountered by EFL learners in their readings. It seeks to explore the factors that may influence the learners' reading comprehension. Ultimately, it discusses briefly the use of background knowledge in reading comprehension, and the overall importance of the reading skill. On the other hand, the second section begins with the historical background of using technology in the classroom and defining the terminology related to it. After that, it introduces films as an instructional tool and the ways they are used in teaching. It highlights film adaptation and its relationship with literature and reading comprehension. The section ended up with the theories that support the study.

Section One: Reading Comprehension

1.1 Definition of Reading

Reading is one of the most important skills in language teaching and learning, that is why many scholars have defined the act of reading. According to Mikulecky (2011) "reading is a complex conscious process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended based on data from the text and the readers' prior knowledge"(p13). In this respect, the reader decodes messages from the written texts and understands the meaning behind it. Chamot and Kupper (1989) claimed that reading

is the ability to assign meaning to written symbols before using them effectively. In the same vein, Oueini and Bahous (2008) argued that reading is considered to be a visual and cognitive process to extract meaning from writing by understanding the written text through processing the information and relating it to the existing experience. Reading is decoding a written message, words, and building good background knowledge.

Another definition of reading was proposed by Ortony and Rumelhart (1977) who claimed that reading involves the reader and the text. The reader is the first important factor in the reading process, the reader should have the ability to relate the new information with the existing knowledge and the interaction with the reader and the text must result in comprehension. All the above definitions relate to the importance of reading as a key skill, it gives access to information and enriches the minds with new experiences.

1.2. Types of Reading

Researchers classify reading into two major types based on the role it plays. Knowing what each of the following types of reading is and when to use them should help learners make better choices with their type of reading. Each type of reading the reader chooses will depend on the purpose for reading. The main types of reading are: intensive reading, extensive reading.

1.2.1. Intensive Reading

Intensive reading is a slow process of reading a text; it aims to explain every unknown word, grammar structure and style, and it often involves the translation of the passage. To intensively read means to go through every word of the text with its details. Readers carefully and closely read a short text to gain an understanding of as many details as possible. This means the learner focuses more on the language, on new vocabulary and grammatical forms. Although intensive reading requires a lot of patience and attention, it strengthens the reader's knowledge. Moreover, it involves a close examination of the text to get the full meaning. It is

often necessary to read and re-read the passage and pause and checkup the meaning of some words or concepts. Comprehension is highly paramount for this kind of reading (Wang, et al.,1994)

1.2.2. Extensive Reading

Bamford and Day (2004) described extensive reading as followed:

An approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. (as cited in Tim, 2012, p.187).

Extensive reading is associated with reading a large number of texts to get an overall understanding of it. Learners focus more on the meaning of the text rather than the understanding of individual words. Learners read mostly for overall understanding and pleasure. They do not pay much attention to language structure. A reader guesses the meanings of words and uses a dictionary only to translate the keywords indispensable for the overall meaning of the text. However, students who read in quantity only will not eventually become fluent readers. Thus, both intensive and extensive reading should be applied to develop one's learners' reading skills in the learner's reading skills development.

1.3 The Purpose of Reading

Grabe and Stoller (2002) stated that the purpose for reading includes: reading to search for simple information, reading to learn from text, reading to write, reading to critique texts

1.3.1. Reading to Search for Simple Information

According to Grabe and Stoller (2002) reading to search for simple information is common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that are probably best seen as a type of reading ability.

1.3.2. Reading to Learn from Text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to remember main ideas, recognize and build frames and link the text to the reader base knowledge (Grabe & Stoller, 2002).

1.3.3. Reading to Write and Reading to Critique Texts

Grabe and Stoller (2002) pointed out that reading to write and reading to critique texts may be different tasks of reading. Both require abilities to compose, select, and critique information from a text.

1.4. Reading Strategies

According to Brantmeier (2002) reading strategies refer to the cognitive operations that take place when readers approach a text. In this sense, reading strategies are processes which can help readers better comprehend information. They provide ways to tackle complex problems more efficiently. Reading strategies are important not only to successful comprehension, but also to overcome reading problems and to make students better readers.

1.4.1. Skimming

Nuttal (1996) pointed out that skimming is a rapid glance over the text to get an overall idea. It is used by readers to get a general idea about the content of printed materials through reading the text quickly. (Grellet, 1981, pp. 2-25). In order words, the readers when skimming run their eyes quickly over the text to find what the reader wants in the text. Also, skimming means getting a general idea about the text and neglecting unnecessary information. When skimming the reader looks at the content page at the chapter heading or reads the first sentence of each paragraph or section and does not stop to look at anything in details. This

strategy is said to be good for students when there is no time to read the whole material carefully.

1.4.2. Scanning

Grellet (1981) believed that "scanning is a reading technique that requires readers to search for specific information without reading the whole text"(pp.58-59) .In this sense, scanning is a fast reading in which the reader search for specific information such as a name, a date or statistics. In other words, the reader scans a text to seek required information or to know whether a passage is appropriate for a given target or not. It involves moving the eyes quickly down the page looking for specific words and phrases.

1.4.3. Predicting

This strategy involves the ability of readers to get meaning from a text by making predictions. Good readers use predicting as a way to connect their existing knowledge to new information from a text to get meaning from what they have read. In addition, the prediction strategy involves thinking about what might be coming next in the text. In addition, it makes students elicits their interest, activates their prior knowledge about the text (Magliano, et al., 1993)

1.4.4. Activating and Using Background Knowledge

According to An (2013) the schema theory proposes that written text does not carry meaning by itself. Rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. Activating prior knowledge is a critical step in the process of learning and a major factor in reading comprehension. The schema theory is based on how people organize and activate their knowledge. In this theory, when people learn about the world, they develop a large network of knowledge structures, or schemas, with each schema connected to many others (An, 2013).

These schemas grow and change as a person acquires new information through experience and reading.

1.4.5. Note Taking

According to Dewitt (2007) note-taking is a short piece of information about the content to be kept in mind. Students when reading a text can take notes of what they are reading, by writing down their own words. Students are also able to apply the written words and their ideas. Recovery of the information will be more possible when students write and think simultaneously. Note-taking is a technique that is highly effective in comprehension. It helps readers recall important information that has been read (as cited in Bahrami, 2017, p.309).

1.4.6. Using Dictionaries

Luppesu and Day (1993) pointed out that when learners are not able to infer meaning from the context, dictionary consultation helps disambiguate word meaning. That is to say, learners read a given piece of material, they come upon an unknown word that they cannot understand from the context, they can either ignore the word or consult a dictionary. The use of dictionaries while reading is an effective tool which can help increase comprehension. Rumizen (1994) support the notion of dictionary consultation. The use of dictionaries not only helps in increasing comprehension but also enables vocabulary acquisition (as cited in Freiermuth & Shieh, 2010, p. 112).

1.4.7. Putting a Purpose for Reading

Reading is an activity with a purpose. Setting a purpose for reading is the process of identifying and stating clearly why the reader wants to read. Rothkopf (1970) and Frase (1977) demonstrated that purpose directs the reader's attention while reading and aids in the selection of information from reading material. This setting of purpose can increase the

motivation to read and help in keeping the students focused and engaged while reading. (as cited in William, et al., 1990, p. 486).

1.5. Teaching Reading

Teaching reading is challenging in its nature. The process of teaching reading has certain phases, which teachers should follow. All of these phases have certain steps and activities, they include before, during, and after reading.

1.5.1. The Pre-Reading Phase

In the first phase, teachers should provoke students' interests and motivation through discussing pictures, titles and some keywords. Pre-reading activities are able to activate the students' background knowledge. Tudor (1989) called pre-reading activities "enabling activities" because they provide the reader with the necessary background to organize activity and to comprehend the material. Besides, these activities can develop prediction skills and give the students a set of ideas about the text that they can use to help decode any unfamiliar words that they come across while reading. In this stage, the students should be able to us their background knowledge to think about the topic, make predictions about probable meaning of the text and preview the text by skimming and scanning to get a sense of the overall meaning.

1.5.2. The While-Reading Phase

After being introduced to the text and the activation of background knowledge, readers move on to work on the reading material. Wallace (1992) pointed out that in order to promote an interaction between the reader and writer, while-reading activities aim to encourage learners to be flexible, active, and reflective readers. Lazar (1993) stated that while-reading activities may enable readers to understand the plot and characters and help them with difficult vocabulary and the style and the language of the text. This stage requires the teacher's guidance to ensure that students assume an active, questioning approach to the reading

material. In this stage, they monitor understanding by questioning, thinking, reflecting on the ideas and information in the text. (as cited in Karakas & Erten, 2007, p. 118)

1.5.3. The Post-Reading Phase

According to Barnett (1988) post-reading activities first check readers' comprehension and then lead them to a deeper analysis of the text. The teacher attempts to see whether the reader can explain what happened at the beginning, in the middle and at the end of the text. Lazar (1993) commented that post-reading activities help readers to make interpretations of the text, understand the narrative point of view, and also prepare them for writing activities and discussion. The final stage is intended to review the content ,work on bottom-up concerns such as grammar, vocabulary and discourse features; and consolidate what has been read by relating the new information to the reader's knowledge, interests and opinions. In this phase, students should reflect upon the ideas and information in the text, relate what they have read to their own experiences and knowledge and clarify their understanding of the text. (as cited in Karakas & Erten, 2007, p. 118)

1.6. Models of Reading

According to Redondo (1997) there are three main theoretical models of the reading process that have been researched by many cognitive and behavioral scientists: Bottom-up, top-down and interactive models. Readers use some of the reading models to construct the meaning from the text. Reading models help in explaining what happened in the process of reading, they describe how the reader processes printed texts to form the meaning. That means these models are concerned with how readers can translate given printed words into meanings from the level of perception of the text by the eyes into analysis by the brain. (p.140)

1.6.1. The Bottom-Up Model

In this model, the reader is expected to reconstruct the writer's message linearly; from letters to sounds to words then to meaning. This means that the reader decodes separate linguistic units, phonemes, graphemes, and words, then building textual meaning. According to Rumptz (1976) this model of reading is concerned primarily with the recognition of individual letters, phonemes and words which means that the meaning of the whole text begins from the word level, then the sentential level, and finally the text level (as cited in Lipson & Wixson, 1991).

1.6.2. The Top-Down Model

It is the use of background knowledge to understand the meaning of a particular piece of writing. Grabe (1988) stated that reading in this model is not just extracting meaning from a text but a process of connecting information in the text with the background knowledge of the reader that is used in the act of reading.

In Top-Down model, the reader interacts with the text and constructs the meaning of the text by combining information developed from the text and the reader's knowledge of the world. Harmer (2001) emphasized on the importance of the prior knowledge or schematas which accounts for the acquisition of knowledge and the interpretation of a text through the activation of information stored in the brain of the reader. Thus, the more those schematas are relevant to the reading text, the more likely understanding and reading are successful.

1.6.3. The Interactive Model

Rumelhart (1976) defined this model as a combination of top-down and bottom-up processing. Also, Bilokuoglu (2012) suggested that in the interactive model, the readers are expected to go through both bottom-up and top-down processing before eventually settling upon an interpretation of a text. Similarly, Eskey (1970) confirmed that the interactive model takes into account the continuous interaction between bottom-up and top-down processing in the construction of the meaning of a text.

1.7. Definition of Reading Comprehension

According to Lui et.al (2010), without comprehension, reading is following words on a page from left to right while sounding them out and the words on the page have no meaning Reading comprehension is the process of constructing meaning from the text. It involves the reader and the writer. Kirby (2007) pointed out that "the process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message" (p. 161) In brief, the main purpose of reading is to comprehend the text being read. If comprehension does not take place then the activity of reading is without purpose. When learners comprehend a given text, they interpret, integrate, critique, analyze, connect and evaluate ideas. They will be able to negotiate multiple meanings not only in their heads but in the minds of others. When comprehending reading material, learners strive to process text beyond word-level to get to the big picture.

Moreover, the National Reading Panel (2000) emphasized the fact that comprehension is an active process between the reader and a text; a process that is both intentional and thoughtful. Thus, reading comprehension is the act of understanding what you are reading; it is an interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension can also be defined as the ability to communicate a text leading an integrated process that involves decoding vocabulary and sentences, employing prior relevant to the text and using cognitive and metacognitive strategies to make sense and to get the target message the author wants to convey.

1.8. Reading Comprehension Difficulties

Learners' success in comprehension is influenced by how interesting and relevant they find the text they are reading. Many readers encounter some difficulties while reading any piece of writing.

1.8.1. Poor Background Knowledge

Background knowledge plays a key role in students' reading comprehension. Students, who lack related knowledge, probably have difficulties in understanding a text. Elbro and Buchiversen (2013) stated that prior knowledge is directly linked to reading comprehension and is a strong predictor of the reading ability. Students who have a basic understanding of what they are reading about can connect new information to what they already know. However, students struggle to comprehend a text if they do not have good knowledge about the text they are reading.

1.8.2. Difficult Vocabulary and Expressions

Vocabulary knowledge has a crucial role in reading comprehension. Chall and Curtis (1987) stated that the inability to recognize words in the text and the presence of high density of unknown words in a text may impair comprehension. Freebody and Anderson (1983) argued that people who do not know the meanings of many words are most probably poor readers.

1.8.3. Unfamiliarity with the Text

According to Nurjanah (2018), understanding a text covers decoding some information from it. Reading comprehension demands students to comprehend a text shown by answering some questions related to the text. Reading comprehension requires familiarity with the topic to motivate students in reading it.

1.8.4. The Lack of Reading Skills

To achieve successful reading comprehension, any reader should obtain some of the skills that can be useful in understanding any reading material. According to Lee (2017), one of these skills is fluency. Students can be fluent readers when they recognize words. Fluency speeds up when they can read and understand the text. Another skill that readers should obtain is sentence construction and cohesion. Understanding how sentences and how ideas are built might seem like a writing skill. However, these skills are important for reading

comprehension as well. Knowing how ideas are linked up at the sentence level helps students get meaning from passages and the entire texts. Readers have to master the skill of using their background knowledge while reading and relating their existing knowledge to the new ones. They need to be able to read between the lines and extract meaning even when it is not written. (as cited in Nurjanah, 2018, p. 257)

1.9.   Factors that Influence Reading Comprehension

Comprehension is fundamentally the goal of reading. It enables readers to acquire new knowledge and skills. However, when the latter is not achieved it may cause some problems for the readers. Many factors influence the skill of reading in general and comprehension in particular.

1.9.1.   Background Knowledge

According to Marzano (2004) "background knowledge is what students already know about the content and it is one of the strongest indicators of how well students learn new information relative to the content" (p.1). Background knowledge is important to any learning as it involves transfer from previous experiences to the new ones. Thus, background knowledge plays a vital role in the understanding of a text. Moreover, familiarity with the concept of the reading material being read can make it easier for the reader to comprehend any piece of writing. Gordon (1979) found out that comprehension was significantly affected by the strength of prior knowledge (as cited in Langer, 1984, pp. 468-481). Richards and Gipe (1992) stated that "background knowledge helps readers to remember important ideas and to anticipate the internal organization of different types of reading materials" (pp. 474-476).

1.9.2.   Vocabulary

AlQahtani (2015) stated that "vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms "(p.21). Thus, vocabulary plays an important part in learning to read.

Familiarity with the words of a text is an influencing factor in reading comprehension, though a successful reading comprehension is possible when most of the vocabularies are familiar to the reader. Moreover, vocabulary is the key to reading comprehension; readers cannot understand what they are reading without knowing most of the words' meaning.

1.9.3. Interest and Motivation

According to Dennis (2008) "learners' interest and motivation are very important in developing reading comprehension skills. If readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension". This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners, they can easily understand it and can remember it clearly. EFL teachers should motivate their learners by providing them with interesting reading materials. (as cited in Sabouri, 2016, p.182).

1.10. Reading Comprehension and Using Background Knowledge

Attaining successful reading comprehension is challenging in its nature. It happens through successful interaction between the reader and the text. This interaction is based on comprehension. Comprehension is the goal of reading, and without it, reading cannot be achieved. The lack of background knowledge in reading comprehension is a problem that readers suffer from. Oster (2001) believed that the process of learning happens when the reader connects new information to an existing one. When readers use their prior knowledge, this can mean that they can bring in what they already know and what they have experienced and relate it to the new information. Thus, prior knowledge activation is considered to be a useful technique to help readers improve their reading comprehension. The activation of prior knowledge is important for the students; it makes them familiar with the text and enables them to better understand the reading materials.

1.11. The Importance of Reading

Reading is important; it encourages students to think and to learn a variety of skills. Reading is a great source of knowledge, as Wallace (1992) affirmed that when we read a lot, we receive much knowledge. Eskey (1970) argued that the ability to read the written language with good comprehension is important as the oral skill. He compared the reading skill with the oral skill and he considered the reading skill more important. When students read a lot, they will be more confident in their reading abilities, their vocabulary gets richer. However, the lack of strong reading comprehension skill affects a student's success in comprehending the text. Reading is the fundamental skill, and learners have to master the reading skill first, and then move to the other skills. When students read, they acquire new vocabulary which facilitates their reading comprehension; also, they improve their writing abilities, and the more students read the more they write better.

Section Two: Adapted Films

2.1. Historical Background of Using Technology in Education

The use of technology in education goes back to the prior centuries. Teachers integrated tools to facilitate the process of learning including Hornbooks which were used in learning verses; Magic Lantern, an old projector tool that made images appear on glass plates and lanternslides, a glass sheet with an image used to produce a larger image by shining the light through of it. (The History of Technology in Classroom, 2015)

In 1920, the students were able to listen to their lessons through radio. Then, in 1951, videotapes appeared and made the use of videos in the classroom more common. Overall, the role of computer increased and became a necessity at universities to serve educational purposes. Furthermore, hypertexts, multimodal and emails were very popular and utilized under the Computer-Assisted Language Learning (CALL) pedagogy. (The History of Technology in Classroom, 2015)

By the end of the last century, learning languages has become more important. Several methods are used and developed to improve results in teaching and learning. Among these methods, films were integrated as an authentic material that attracts learners' attention and keeps them motivated. Using technology, especially movies, as a teaching strategy for learning a second language in ESL classrooms has become popular today. It supports the learning process among ESL learners and can be utilized in various forms to improve comprehension skill in their course contents (Hicks, Reid, & George, 2001).

2.2. Defining Basic Terminology

Technology changed too many aspects in the educational systems. One such aspect was the efforts of educators to expose learners to the target language. To do this, authentic materials were brought to classrooms.

2.2.1. Authentic Materials

The challenge that faces any language teachers is capturing their learners' interest and stimulating their imagination to be motivated to learn the target language. To meet this end, teachers tend to make an ongoing search for meaningful teaching tools and materials that complement the course book. Nunan (1989) defined authentic materials as "any material which has not been specifically produced for the purpose of language teaching" (p. 54). Thus, Nunan's definition could cover different sorts of authentic materials. With the development and the widespread of technology use, notably the computer, language classes involved different tools to promote the learner's exposition to real language in order to enhance their understanding of both written and spoken language. This led to the birth of Computer Assisted Language Learning pedagogy.

2.2.2. Computer Assisted Language Learning

Computer Assisted Language Learning (CALL) refers to the use of the computer in the language learning process. Chapelle (2005) defined CALL as "the range of activities associated to technology and language learning" (p. 743). The introduction of this innovation led to a new era of education.

CALL provides an input that can suit the level of different learners as it provides them with an evaluation of their responses too. It is possible now for the learner to interact with the computer and to do several tasks such as reading, listening and answering the questions. This interaction gives the learners immediate knowledge or feedback concerning their question or task. These electronic materials created a new possibility for distance learning which allowed the learners to attend courses without the need to move. The combination of multimedia and other communication tools led to the spread and growth of distance learning.

2.2.3. Multimedia

It is not possible to talk about CALL without mentioning multimedia. The term multimedia has a wide range of definitions that cannot be all covered within this study. However, one definition that could enlighten the research in hand goes back to Reddi (2003) who refers to multimedia as the following "an integration of multiple media elements (audio, video, graphics, texts, animation etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of media elements can provide individually" (as cited in Rahmouni, 2013, p. 20). In other words, multimedia is the combination of different media components simultaneously.

It is commonly said that a picture is worth than a thousand of words. Multimedia can offer several materials to combine the written words, pictures and even sounds and speeches. Films are one of the most common multimedia materials.

2.3. Film as an Instructional Tool

Since the very first film in history, people showed a tremendous ability to engage with this industry around the world. Champoux (1999) stated that the development of multimedia allowed almost everyone to find any types of films they prefer. It is known that films are sorted by different genres: Action, comedy, crime, romance, historical, fantasy, educational short film movies, contemporary, classical, documentaries and film adaptations (as cited in Rahmouni, 2013, p. 25).

The interest in films shown by people made the educators use this tool to captivate the learner's attention. In 1922, the American inventor Thomas Edison said: "the motion of picture is destined to revolutionize our educational system and that in a few years it will supplant […] the use of textbooks" (cited in Cuban, 1986, p. 9).Almost one century later, films are now a popular tool in EFL classes due to the motivation they create among the learners.

2.4. The Use of Films in Teaching

In the interest of using films in education, teachers find themselves obliged to obtain new techniques to achieve their objectives successfully. The following points by Andon and Parisi (2016) could be a helpful strategy to follow.

2.4.1. Overcoming Difficulties

According to Andon and Parisi (2016), the list of advantages of using films in teaching is long. However, some obstacles may suddenly appear and turn it into an annoying experience for students. The problems could be technical, such as the choice of film is not that suitable, or the way of using it is ineffective. On one hand, teachers are supposed to test all the devices used to watch the film before the advent of students to ensure that everything works well. If the classroom is not equipped with individual devices for each student, the T.V or the projector must be large and clear enough to keep them interested in watching. In addition, good speakers are requisite so that all the students can hear the dialogues intelligibly. Additionally, the teacher should be careful when selecting a film. The speed of speech must suit the level of the learners. Otherwise, they would feel lost and unable to follow the sequences of the film.

2.4.2. Whole-Film Approach

Andon and Parisi (2016) pointed out that watching the whole film at once is an arguable approach that has two points of views. The first one claims that it is better to watch the whole film then do the tasks that are already prepared by the teacher. Those who support this approach believed that it is more authentic because it makes the students feel more confident and motivated. Some people think that it is not useful to watch the whole film because its length may consume all the time of the session. Furthermore, watching without interacting would make the students passive learners instead of being active and lose their attention. Yet,

it is still possible to watch the whole film without losing the student's attention. The teacher may stop the film after some time and ask some questions concerning the events of the film. This way, learners remain engaged to ensure they can answer the teacher's questions.

2.4.3. Short- Sequence Approach

In this approach, the teacher chooses one or more scenes to show to the students. Afterwards, they complete the activities or tasks according to the topic of the scenes. Stempleski (1990) argued that a "2- to 3-minute sequence can provide enough material for a 1-hour lesson" (as cited in Andon & Parisi, 2016, p.119). The teacher then can choose the part of the film that suits most the objective of the class like listening practice, discussion, and exposure to linguistic features. This approach requires pre-viewing activities to introduce the topic of the scenes that they are about to watch or simply providing the written version of the film so that the learner has a general idea about the whole work. Thus, the short-sequence approach serves the purpose of the whole-film approach, which is authenticity without losing the learner's attention.

2.4.4 The Use of Captions

Andon and Parisi (2016) claimed that teaching through films, regardless of the approach, the teacher must decide whether to use captions or rely on the student's proficiency. Caption stands for the subtitles in English, not the learner's language which is written below the film. On one plan, it is preferable to use captions so that students decode the sounds correctly instead of just guessing. It also helps them to exercise their reading skill when listening to the pronunciation of the written words or sentences. On the other plan, the use of captions is not always the best choice. It inhibits the skill of guessing the meaning of words from the context or visual cues. Moreover, the addiction to reading the caption could become a hard habit to break and prevent the learners from developing their comprehension skills.

2.5. The Pros and Cons of Using Films in Teaching

2.5.1. The Pros of Using Films in Teaching

According to Andon and Parisi (2016), there are four advantages for using films in the classroom.

2.5.1.1. Authenticity

In an EFL class, it is essential to create an environment where the students are exposed to the target language. In other words, they are exposed to more natural use of the language such as idioms and collocations which improves his or her linguistic proficiency. Further, Boxer and Pickering (1995) pointed out that, "only through material that reflects how we really speak, rather than how we think, will language learners receive an accurate account of the rules of speaking in a second or foreign language" (as cited in Andon & Parisi, 2016, p.111).

2.5.1.2. Motivation

Motivation is a fundamental factor that affects the process of learning. It increases the engagement of students with the course and helps them to achieve their goals. According to Brown (2007), motivation can be divided into three levels: global, situational, and task-oriented. First, global refers to the general student's attitude toward language learning. Second, situational motivation describes the learner's engagement within the lesson. Finally, task oriented represents the willingness of students to positively interact with the teacher and their tasks (as cited in Andon & Parisi, 2016, p. 111).

2.5.1.3. Cultural Awareness

Culture is defined as "the customs, and beliefs, art, way of life and social organization of a particular country or group" in the Oxford dictionary. However, the meaning of the term culture is debatable and has several definitions for different perspectives. Hua (2014) refers to culture as, "a system of values and practices of a group or community of people" (as cited in Andon & Parisi, 2016, p.113). Regarding the numerous definitions, cultural awareness is another important element that should be taught in EFL classes. Exposing students to a film means exposing them to the target culture. Specifically, as Sherman (2003) argued, film is a "window on English-language culture" (as cited in Andon and Parisi, 2016, p.114). In short, films make the learners able to determine the differences and similarities between cultures, so that they can behave based on what is allowed and what is not when traveling or meeting people of another culture.

2.5.1.4. Language Skills

Watching films can improve a learner's listening, speaking and notably reading skills over time. Andon and Parisi (2016) believed that films allow the student to better understand and decode the sounds of the language easily. Also, imitating the scenes through performing plays or having a group discussion can enhance the speaking skill. Concerning reading, it is joyful to a student to see his/her book's favorite characters come to life. Furthermore, reading a text is a suitable pre-viewing activity that could be used before watching a film.

2.5.2. The Cons of Using Films in Teaching

Regarding all the positive points mentioned above, films can also be detrimental to apply when teaching in a classroom. According to Bates (2015), the weaknesses include: the lack of equipment, the lack of resources, time consuming.

2.5.2.1. The Lack of Equipment

Bates (2015) believed that not all schools or institutions can afford to provide authentic material such as computers. Without the use of these equipments, EFL learners lack the motivation to follow the lessons.

2.5.2.2. The Lack of Resources

It is not easy to find a film that suits the cultural background of all learners. Learners believe in different religions and ideologies and what is allowed to some of them is not allowed for others. Films may contain scenes that clash those beliefs and persuasions. In addition, the students' age is another crucial point that should be taken into consideration when selecting the film. For instance, teenagers cannot understand a film which is destinated for adults (Bates, 2015).

2.5.2.3. Time Consuming

According to Bates (2015), time management is a challenging task for the teacher. Thus, teachers face difficulties in allocating the time between watching the film and designing other activities. The length of a film is generally from 90 to 180 minutes. However, the session lasts about 90 minutes as maximum. Students become passive learners and, they do not get the chance to interact with the teacher.

2.6. Film Adaptation

Films in education can be implemented in numerous ways. One common way is using adapted films, which sparks debates among scholars and educators.

2.6.1. Adapted Films Definition

Literature is rich with titles of famous novels, plays and poems. With the appearance of cinema and film industry, filmmakers showed a huge interest in transforming those written

works into pictures and sounds. This kind of films is generally referred to as adapted films. First of all, a definition of the term adapt is required. In the Oxford dictionary, adapt means "to change something in order to make it suitable for a new use or situation". Vugt (2001) claimed that "Film adaptation is the transfer of a written work to film. It is recognized as a type of derivative work. Whether adhering strictly to the source material or interpreting concepts derived from the original work" (as cited in Rahmouni, 2013, p. 36).

In other words, film adaptation according to Belton (2003) allowed the filmmakers to revive a work that was written in the past through the lens of the present time. She expands this idea in her analysis of the same work. For instance, in approaching an Austen adaptation, the viewer is encouraged to ask the following questions: What does the adaptation tell us about the novel? What does it tell us about the culture that produced it? Have the filmmakers found a way of reimagining the original that speaks to a contemporary audience while enriching its understanding of the prior text? (as cited in Rahmouni, 2016, p. 37).

2.6.2. Literature and Film Adaptation

Compared to sciences, literature is extremely difficult to be defined. According to Oxford dictionary (2020), literature is defined as "pieces of writing that are valued as works of art, especially novels, plays and poems". Meyer (1997) pointed that "Anything is literature if you want to read it that way" (p.01). Likewise, Rhee (2011) stated that "literature refers to written texts; thus, we cannot consider oral literature (kubi munhak) literature since it is not recorded in written language" (p. 294). To sum up, literature could be referred to as the valuable written works that reflects the lifestyle of different times through novels, plays and poems.

With the addition of technology in education, it seems that learners are no longer interested in reading novels or other sorts of literature. To deal with this change, teachers brought films together with literature into the classroom. However, the question of how to

link films with literature appeared and led to the idea of using adapted films in teaching. Film adaptations would allow the students to compare the characters performance in the film to their own evocation of their reading comprehension of the same literary work (Weston, 2016). Moreover, the use of film adaptations in a classroom helped to increase the efficiency of teaching and learning process.

2.6.3. Films and Reading Comprehension

Teaching the four skills revealed several problems that face the learners. Reading comprehension is the process of understanding a written text. Robinson (1966) exemplified that reading comprehension process goes through many stages,

- ✓ Understanding the literal meaning of a writer.

- ✓ Understanding the implied meaning of a writer.

- ✓ Assessment of a writer's purpose, frame of reference, assumptions, and generalizations.

- ✓ Evaluation by the reader of the writer's ideas.

- ✓ Integration of information and ideas of a writer with the reader's information and related experiences. (as cited in Pettit & Cockrie, 1974, p. 64)

In addition, Harris and Hodges (1995) claimed that comprehension could be defined as "the construction of meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context" (p. 39). Despite the fact that there are several definitions of reading comprehension, it seems that they all agree that the readers should understand what they read, form mental image and even draw conclusions.

The integration of films in EFL classes is highly recommended to enhance the readers' comprehension. According to Champoux (1999) films can serve many functions in a program concerning both, the structure and the content (as cited in Rahmouni, 2016, p.34)

Visual aids, notably films, facilitate the task of comprehending a written text and provide the reader with a general view of the content's meaning. Maine (2016) explained that the readers who are exposed to films are more likely to understand the story of the written version and to obtain new vocabulary. In this sense, Champoux (1999) maintained that films could be "an excellent medium for giving meaning to theories and concepts. The visual and auditory effects of great films can convey a message better than printed or spoken words" (as cited in Rahmouni, 2016, p. 34) However, the previous research was conducted over films in general while the study in hand focuses on film adaptation.

An adapted film can help the reader to bring back the image of the characters or the scenes when reading the written version of the same work. In other words, film adaptation activates students' background knowledge.

2.6.4. The Schemata Theory

Reading comprehension is an essential objective of any reading task. It requires a prior knowledge to understand what is written in the text or the script. The process of understanding and comprehending a written text is referred to as "schema". Rumelhart (1980) defined schema as "a data structure for representing the genetic concepts stored in memory" (as cited in An, 2013, p. 130). While Medin and Russ (1992) simply put schema as "a general knowledge structure used for understanding" (as cited in Agustina, 2016, p. 23). Namely, the schema theory explains how the prior knowledge is used to understand a text. According to the nature of content, there are different forms of schemas that could be divided into three types; formal schema, content schema, linguistic schema.

2.6.4.1. Formal schema

Formal Schema was defined by Carrell and Eisterhold (1983) as the background knowledge of the formal, rhetorical organizational structures of different types of texts. Formal schema covers the features used to recognize words and how they fit in a sentence. Altogether it focuses on the structure of the text or discourse.

2.6.4.2. Content Schema

Content schema refers to the familiarity of the subject matter of the text. It has to do with the cultural background of the reader. The culture represents a dominant force in shaping one's reading habits. Therefore, it is hard to understand the content of a text that is based on a target culture. Carrell & Eisterhol (1983) pointed out that "one of the most obvious reasons why a particular content schema may fail to exist for a reader is that the schema is culturally specific and is not part of a particular reader's cultural background" (p. 560). In short, content schema can be defined as the reader's background of the topic.

2.6.4.3. Linguistic Schema

Linguistics schema refers to the reader's existing vocabulary and grammar proficiency. It is essential to decode both the lexical units and syntactic structures to comprehend the text. Eskey (1988) believed that "good readers are both decoders and interpreters of texts, their decoding skills becoming more automatic but no less important as their reading skill develops" (as cited in An, 2013, p.131). That is to say, successful comprehension of any text requires effective linguistic decoding skills.

In relation to what is mentioned above, readers rely on their prior knowledge and experiences to comprehend a text. They make the use of their schema (plural schemata) to link between what they already know and the topic of the written work. This process is referred to as "schema activation". According to An (2013) schema activation is the process

in which some textual stimuli signal the direction or area for the reader to look for and evoke the relevant schema from memory into the present reading task (p. 131). Put simply, schema activation is the application process of applying schemata to the current text.

On the other hand, activating readers' schemata may require some strategies and tools. One strategy could be the use of film adaptation to activate their background knowledge and enhance their reading comprehension. Watching an adapted film constructs background knowledge about the topic of the film. According to Herron and Hanley (1992) this knowledge is automatically activated when reading the original written work. Consequently, decoding the different component of the text makes it easier to the reader to comprehend the novel (as cited in Ismaili, 2013, p. 122).

2.7. Theory of Adaptation

The relationship between literature and film has evolved over time. While films and novels share many common elements, they also have sharp differences. These created disagreements among film theorists as to how faithful filmmakers should be to a novel's literature. McFarlane (1996) noted that the film adaptation began in the stage known as "The Phenomenon." He explained that when film media began to demonstrate its ability to narrate a story, it was only a matter of time until films would be used to recreate novels (p. 6). Filmmakers differed in their reasoning for adapting literature into films, which led to concerns. Fidelity criticism "depends on a notion of the text as having and rendering up to the (intelligent) reader a single, correct "meaning" when the filmmaker has either adhered to or in some sense violated or tampered with" (p. 8). In other words, some filmmakers used films to influence the reader's opinions about literature. This created debate about whether films should attempt to remain faithful to literature.

The notion of text fidelity is highly problematic for many reasons (Stam, 2000) According to Stam, strict fidelity to the original work is questionable since the author does not

reveal every detail of the characters and scenes. Generally, they are left to the reader's imagination unlike films that show the details of colors and shapes. According to Stam (2000)

The shift from a single track, which has only words to play with, to a multi-

track medium, which can play not only with words but also with theatrical

performance, music, sound effect and moving photographic images, explain

the unlikelihood of literal fidelity.(p.57)

In addition, the novel is written by an individual meanwhile the realization of a film requires a crew of specialized people. Fidelity often ends up with judging how similar the text is to the novel. The details such as characters' names, events, and dialogues are essential elements in the judgment. The audience feeling concerning the film, whether satisfaction or disappointment is critical (Harold, 2018). Harold (2018) explained that "a film is a faithful adaptation of a novel to the degree that it preserves the story's themes" (p. 94). To illustrate, Desmond and Hawkes (2006) noted that "for the transition to be successful, it is important that the adapter understands the story as well as the means of expressions of both discourses. Another way of saying this is that the adapter needs to be aware of the conventions of the literary story as well as of cinema itself. If the adapter does not take into account the conventions of each form, the convention of the antecedent from will stubbornly cling to the adaptation and make it seem uncinematic" Another challenge that filmmakers encounter when adapting a film is the length of the work, (Harold, 2018). While a film can last between 90 to 180 minutes, a book may have over 400 pages.

These debates among fidelity and transformation supporters in film adaptation have no end in sight. While fidelity supporters claim that filmmakers should remain faithful to the novel's literature, transformation supporters believe that films are entirely separate works and can include more narrative. Therefore, it is difficult to conclude that one side is right. They

both understand the importance of film adaptation in literature and its benefits for the audience.

Conclusion

Teaching reading is a challenging task that requires lots of skills. Because the students lack the motivation to read and they are captured by technology. However, it is possible to catch their attention again by integrating their favorite tool, technology, in their reading classes. To meet this end, this chapter was divided into two sections. The first section discussed issues related to reading comprehension. It also invoked the importance of reading when learning a language. Thus, the second chapter exposed the historical background of using technology in education and moved to explore films as an instructional tool. Moreover, it narrowed film adaptation and their role in activating the background knowledge of the students when reading. The section ended up with the theories which support the topic of the research.

Chapter Two: Field Work

Introduction

The previous chapter of this study cast light on the different issues related to reading comprehension, as well as the role of adapted films in enhancing learners' reading comprehension. This chapter is devoted to presenting the practical fieldwork which aims at investigating the use of adapted films on enhancing EFL learners' reading comprehension at the University of Mohammed Seddik Ben Yahia. This chapter covered the major points starting with a description of the method used, population and sampling. It analyzes the results obtained from the questionnaire. Finally, an overall analysis of the questionnaire and discussion of these results are supplied in an attempt to answer the research questions and to test the hypotheses posed in the first phase of this study.

3.1. Research Methodology

An online questionnaire was administrated to60 third-year students of English to find about their attitudes towards the use of adapted films to enhance reading comprehension in the context of teaching and learning at the University of Mohammed Seddik Ben Yahia and to explore the benefits of using adapted films.

3.2. Population and Sampling

The study at hand is concerned with investigating the effectiveness of using adapted films in developing learners' reading skills. It was conducted in the second semester of the academic year 2019/2020 within the Algerian context of Teaching English as Foreign Language (TEFL), precisely at the University of Mohammed Seddik Ben Yahia, Jijel. The population consisted of third-year students at the department of English language.60 third-year students were selected as the sample of the study from the total number of a population of 259 students based on convenience sampling because they volunteered to answer the online

questionnaire. Third-year students were selected because they are seen as advanced learners of English and they are supposed to possess a large amount of vocabulary and already have enough background knowledge in the English language.

3.3. The Student Questionnaire

3.3.1. Description and Administration of the Student Questionnaire

The present questionnaire is made up of twenty-one questions, arranged in three sections. Section one is entitled "General Information". Section two is devoted to "Reading Comprehension". Section three is entitled "The Role of Adapted Films in Enhancing Reading Comprehension."

Section One: General Information

The first section accumulates general information about the students. It consists of one question (**Q1**) which aims at gathering information about students' level at English.

Section Two: Reading Comprehension

The second section is related to issues concerning reading comprehension. It consists of nine questions (**Q2-Q11**). (**Q2**) aims to identify learners' opinions about reading and select which kind of materials they prefer to read. In **Q3**, students are asked to rate their level of reading. **Q4** aims to find responses related to the frequency of reading books; whereas, **Q5** is about the different types of books that are preferable by the students. **Q6** seeks to discover the time in which the students spend in reading. In **Q7**, students are requested to select the source of their motivation to read while **Q8** demands students to say whether or not they find reading a good source of knowledge. **Q09**examines the problems and difficulties faced by students while reading. **Q10**investigates the most used strategies that students apply in their reading. The last question (**Q11**) seeks to explore whether having good background knowledge improves students' reading comprehension.

Section Three: The Role of Adapted Films in Enhancing Reading Comprehension

The third section is devoted to examining the use of adapted films to improve reading comprehension. It is comprised of nine questions **(Q12-Q21)**. In **Q12**, students are asked about the frequency of watching films. The purpose of **Q13** is to identify which types of films students prefer to watch. **Q14** and **Q15** seek to know whether or not students have read earlier a book/novel (s) that have been adapted into a movie, and whether they consider watching adapted films helpful to improve their reading comprehension. **Q16** and **Q17** are intended to explore students' opinions about the effectiveness of using adapted films to enhance their reading comprehension, and whether adapted films are able to motivate learners to compare the events of the film and the novel. **Q18** seeks to explore the advantages of watching adapted films. Students are asked in **Q19** about whether watching adapted films can help in activating their prior knowledge. **Q20** and **Q21** aim to examine to what degree students believe they have benefited from watching adapted films, and what attitude do students hold towards using adapted films to improve their reading comprehension.

3.2.2. Analysis of the Student Questionnaire

Section One: General Information

Question 01: How good are you at English?

    a) Excellent
    b) Good
    c) Average
    d) Fair
    e) Poor

Table 01

Students Level of English

Options	N	%
a	10	16.7

b	35	58.3
c	14	23.3
d	0	0
e	1	1.7
Total	**60**	**100**

Table 01 explores the student's level at English in the context of learning at the University of Mohammed Seddik Ben Yahia. It shows that 58.3% of students have a good level of English while 23.3% have an average one.16.7% represents an excellent level. The remaining percentage of students (1.7%) holds a poor level of English.

Section Two: Reading Comprehension

Question 02: Do you like reading?

   a) Yes

   b) No

Table 02
Students' Opinions about Reading

Options	**N**	**%**
a	48	80
b	12	20
Total	**60**	**100**

In table 02 students are asked whether they like reading or dislike it. Almost all the students 80% answered that they like reading. While, 20% said that they dislike reading.

If yes, what kind of materials do you prefer to read?

   a) Books

   b) Magazines

   c) Newspapers

   d) Articles

e) Pdf books

Other

Table 03

Materials Preferred by the Students

Options	N	%
a	39	39.79
b	9	9.18
c	5	5.10
d	21	21.42
e	20	20.40
Others	4	4.08
Total	**98**	**100**

This question is for the students whose answers were with yes. It seeks to identify which kind of reading materials they prefer to read.39.79% of the students answered that they prefer reading books. While, 21.42% like to read articles and 20.40% choose to read Pdf books.9.18% of the students are fond of reading magazines.5.10% tend to read newspapers. Others 4.08% stated that they prefer to read comic books.

Question 03: How do you rate your level of reading?

a) Excellent
b) Good
c) Average
d) Fair
e) Poor

Table 04

Students' Level of Reading

Options	N	%
a	7	11.7
b	32	53.3
c	17	28.3

d	2	3.3
e	2	3.3
Total	**60**	**100**

The table 04 displays students' responses to their level of reading.53.3% of the participants claimed that their level of reading is good.28.3% of the students answered that they have an average one. While 11.7% indicates an excellent level of reading. The remaining ones 3.3% shows a fair level and 3.3% have a poor level of reading.

Question 04: How often do you read?
   a) Always
   b) Often
   c) Sometimes
   d) Rarely
   e) Never

Table 05

The Frequency of Reading

Options	N	%
a	8	13.3
b	17	28.3
c	21	35
d	13	21.7
e	1	1.7
Total	**60**	**100**

This question investigates the frequency of reading. 35% of the students stated that they sometimes read.28.3% for often and 21.7% for rarely.13.3% of the students tend to always read and 1.7% never read.

Question 05: Which of the following types of books do you prefer to read?

a) Fiction

b) Adventure

c) Mystery

d) Biographies

e) Fantasy

f) Romance

g) Comics

h) Scientific

Table 06

Types of Books that Students Prefer to Read

Options	N	%
a	30	18.51
b	26	16.04
c	24	14.81
d	13	8.02
e	15	9.25
f	21	12.96
g	10	6.17
h	16	9.87
Others	7	4.32
Total	**162**	**100**

Question 5 is a multiple-choice question that allows students to select more than one option. Students are asked in this question to choose the types of books they prefer to read.18.51 % of the students prefer to read fiction books.16.04% like adventure books.14.81% shows that mystery is the type of books preferred by the students. The percentage 8.02% representsbiographies.9.25% of the students read fantasy books; whereas, 12.96% of students are into romance. 9.87% prefer scientific books. The remaining percentage 6.17% shows that

students like to read comics. Others have chosen other kinds of books.4 participants stated

that they prefer to read historical books. While 3 participants claimed that they prefer to read

about self-development.

Question 06: How much time a day do you spend in reading?
  a) Less than 15 minutes
  b) 15-30 minutes
  c) 30-1 hour
  d) More than one hour

Table 07

Time Devoted to Reading

Options	N	%
a	12	20
b	25	41.7
c	14	23.3
d	9	15
Total	**60**	**100**

Table 07 explores the time students spend it in their reading.41.7% of the students

answered that they devote 15-30 minutes from their time to read.23.3% shows that students

spend from 30-1 hour. 20% of students spend less than 15 minutes. The remaining

percentage15% shows that students read more than one hour.

Question 07: What motivates you to read?

  a) Relaxation activity

  b) Enjoying activity

  c) Recommendation from friends

  d) Need for information

  e) University assignments

Table 08

Sources of Motivation for Reading

Options	N	%
a	9	15
b	25	41.7
c	4	6.7
d	19	31.7
e	3	5
Total	**60**	**100**

In Q7 students are asked to select their source of motivation when reading a text. 41.7% of the students read because they see reading as an enjoying activity .31.7% of them read to get information needed.15% of the students see it as a source of relaxation.6.7% read when they are recommended by their friends, while 5%of the students read for university assignments.

Question 08: Do you think that reading is a good source of knowledge?

a) Yes
b) No

Table 09

Students' Opinions about the Benefits of Reading

Options	N	%
a	59	98.3
b	1	1.7
Total	**60**	**100**

Q8 seeks to identify whether students consider reading a good source of knowledge. Almost all students 98.3% think that reading is useful to enrich their knowledge. Only 1.7% of them do not see it a source of knowledge.

Question 09: What difficulties do you encounter while reading?

a) Unfamiliarity with the text

b) Difficult vocabulary and expressions

c) Poor background knowledge

d) Lack of reading skills

Table 10

Reading Difficulties Encountered by the Students

Options	N	%
a	11	14.66
b	47	62.66
c	14	18.66
d	2	2.66
Others	1	1.33
Total	**75**	**100**

Table 10 shows the difficulties that students face while reading. It is a multiple-choice question which allows the students to choose more than one option.62.66% of the participants stated that complex vocabulary and expressions is a factor that affects their reading.18.66% of the students face difficulties in their poor background knowledge. The remaining percentages 14.66% and 2.66 % claimed that they face problems with unfamiliarity with the text and the lack of reading skills. Others 1.33% stated that lack of time is one of the difficulties that prevent them from reading.

Question 10: Which of these strategies do you apply to comprehend texts?

a) Activating background knowledge (prior knowledge)

b) Note taking

c) Watch film that are based on a book (Adapted films)

d) Use dictionaries

e) Put a purpose for reading

Table 11

Reading Strategies Used by the Students

Options	N	%
a	17	28.3
b	10	16.7
c	11	18.3
d	13	21.7
e	9	15
Total	**60**	**100**

Q10 explores students' strategies in reading.28.3% of students tend to activate their background knowledge, while 21.7% use dictionaries as a strategy in their reading.18.3% use the read watch strategy in which they choose to watch adapted films to comprehend what they are reading. The remaining percentages 10% shows that students use the strategy of note taking.15% of the students set a purpose for their reading.

Question 11: Do you think having good background knowledge can improve your reading comprehension?

    a) Yes

    b) No

Table 12

The Effectiveness of Background Knowledge in Improving Students' Reading Comprehension

Options	N	%
a	54	90
b	6	10
Total	**60**	**100**

Q11 explores the effectiveness of using background knowledge in reading comprehension. Almost all students 90%% confirmed that activating background knowledge can improve their reading comprehension. While 10% of them stated that they do not think that background knowledge can enhance their reading comprehension. Most of the respondents to this questionnaire said that background knowledge is essential in achieving successful reading comprehension. They justified their answers saying that having good background knowledge can motivate them to read more. One participant stated that" background knowledge helps people to have an idea of the topic under focus by providing them with clearer views. Activating background knowledge enables people to associate past experiences with new ones. Others mentioned that when having good background knowledge, they will be able to read with enjoyment. Because they can form images of the story and comprehend what they are reading.

Section Two: The Role of Adapted Films in Enhancing Reading Comprehension

Question 12: How often do you watch films?
- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Table 13

Time Devoted by the Students to Watching Films

Options	N	%
a	20	33.3
b	18	30
c	19	31.7
d	3	5
e	0	0
Total	**60**	**100**

In Q 12 students are asked about the frequency of watching films.33.3% of the students said that they always watch films,31.7 % said that they sometimes watch films.30% often watch films.5% of the students rarely watch films.

Question 13: What kind of films do you prefer to watch?

  a) Action

  b) Comedy

  c) Romance

  d) Horror

  e) Fantasy

  f) Animation

Others

Table 14

Kinds of Films Preferred by the Students

Options	N	%
a	34	21.11
b	30	18.63
c	23	14.28
d	21	13.04
e	28	17.39
f	20	12.42
Others	5	3.10
Total	**161**	**100**

Table 14 illustrates the kind of films that students prefer to watch.21.11% of them watch action films.18.63% of them prefer comedy films; whilst, 17.39% like to watch fantasy.14.28% watch romance films. The remaining percentages 12.42% of them prefer animation films, 13.04% watch horror movies. Others said that they prefer science fiction and historical films.

Question 14: Have you read a book/novel that has been adapted into a movie?

a) Yes

b) No

Table 15

Adapted Books Watched by Students

Options	N	%
a	54	90
b	6	10
Total	**60**	**100**

Students are asked in Q14 to give their answers about whether they have already read a book or novel that is based on a film. Almost all students 90% answered with yes.10% answered with no.

Question 15: Do you believe that watching the adapted film has helped you to better understand the novel?

a) Yes

b) No

Table 16

The Role of Adapted Films in Enhancing the Students' Understanding of the Novel

Options	N	%
a	47	78.3
b	13	21.7
Total	**60**	**100**

The data gathered in regard to this question as illustrated in table 16 has shown that the majority of participants 78.3% declared that adapted films helped them in understanding the novel. However, 21.7% of students said that do not see them useful. Most of the participants justified their answers by saying that adapted films make the process of reading easier and fun, because they allow visualizing the events of the story. One participant said that "watching adapted films provide more imagery and details to the story being read". This means that adapted films help in activating the schemata of the students while reading.

Question 16: Do you believe that adapted films could be a good technique to enhance your reading comprehension?

   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly Disagree

Table 17
Students' Opinions Concerning Adapted Films as Good Technique to Enhance Reading Comprehension

Options	N	%
a	15	25
b	30	50
c	11	18.3
d	2	3.3
e	2	3.3
Total	**60**	**100**

The table 17 shows that 50% of participants have agreed that adapted films are a useful technique that can help them in enhancing their reading comprehension. While 25% of them said that they have strongly agreed.18.3% of the students confirmed that they are

neutral. The remaining ones have the same percentages 3.3% disagreed and strongly

disagreed in their answers.

Question 17: Do you believe that adapted films can motivate learners to compare an event of

a novel to those in the adapted film?

    a) Strongly agree

    b) Agree

    c) Neutral

    d) Disagree

    e) Strongly disagree

Table 18

The Use of Adapted Films to Compare between the Event of the Story and the Film

Options	N	%
a	25	41.7
b	30	50
c	5	8.3
d	0	0
e	0	0
Total	**60**	**100**

Table 18 displays students' opinions to whether adapted films can motivate learners to

compare the events of the novel to those in the adapted films. The results indicated that 50%

of the students agree; whereas, 41.7% of the students strongly agree that adapted films enable

them to make comparison between the story and the film.8.3% said that they are neutral.

Question 18: What can watch adapted films do?

    a) Activate your background knowledge

    b) Visualize the event of the story

    c) Encourage you to analyze the film and reflect on the differences to the original story

    d) Motivate you to read more

    e) Relate your perceptions with the story

Table 19

The Advantages of Watching Adapted Films

Options	N	%
a	23	14.55
b	50	31.64
c	34	21.51
d	22	13.92
e	29	18.35
Total	**158**	**100**

This question investigated the advantages of watching adapted films. It is a multiple choice question, in which students can select more than one option.31.64% of the students claimed that adapted films can help them in visualizing the event of the story.21.51% of the students believed that adapted films can encourage them to analyze the film and reflect on the differences to the original story.18.35% think that   adapted films can relate their perceptions with the story.14.55% of the students mentioned that watching adapted films activate their background knowledge and , 13.92 % of the students said that it helps in motivating them to read more.

Question 19: Do you find that adapted films can help you to activate your background knowledge while reading?

   a) Yes
   b) No

Table 20

The Effectiveness of Using Adapted films to Activate Students' Background Knowledge

Options	N	%
a	50	83.3
b	10	16.7

Total	**60**	**100**

Table 20 illustrates the effectiveness of using adapted films to activate students' background knowledge. Most of the students 83.3% answered that adapted films can help in activating their prior knowledge.16.7% do not believe that they are useful. Almost all the participants explained their answers. They assumed that adapted films activate their background knowledge. They mentioned that adapted films relate the events to those in the story. According to one participant learners when reading parts of the novel, encounter difficult words. They activate their schemata about the film and try to remember what they have seen to have a better understanding of the novel. This means that adapted films help in visualizing the events and activate the learners' background knowledge.

Question 20: To what extent do you think you have benefited from watching adapted films?
   a) Not at all
   b) To some extent
   c) To a moderate extent
   d) To a great extent
   e) To a very great extent

Table 21

The Students' Opinions about the Benefits of Watching Adapted Films

Options	N	%
a	2	3.3
b	21	35
c	19	31.7
d	14	23.3
e	4	6.7
Total	**60**	**100**

Table 21 shows how much students have benefited from watching adapted films.35% of the students claimed that they have benefited from watching adapted films to some extent.

While 31.7% believed that adapted films are beneficial to a moderate extent 23.3% said that adapted films are useful to them to a great extent. While 6.7% assumed that that they are helpful to a very great deal. The remaining percentage 3.3% have not benefited at all from watching adapted films.

Question 21: What is your attitude towards using adapted films to enhance reading comprehension?

Most of the respondents to this questionnaire hold positive attitudes towards the use of adapted films to enhance their reading comprehension skills. They justified their answers and said that adapted films improve one's imagination towards the story, relate the events of the film and compare between them. Furthermore, using adapted films to teach the reading skill is highly recommended in their answers, they are beneficial to enhance their reading skills as well as vocabulary.

3.3.3. Interpretation and Discussion of the Student Questionnaire Results

This discussion covers the main results gathered from the questionnaire. The study at hand was intended to investigate the attitudes of third-year students of English at the University of Mohammed Seddik Ben Yahia, about the effectiveness of using adapted films to enhance their reading comprehension. On one hand, inQ09, third-year students face difficulties in reading comprehension in general. Difficult vocabulary and poor background knowledge are deemed as problematic for the students. Hence, they failed in understanding the vocabulary used in texts and in activating their schemata which enables them to comprehend what they are reading. On the other hand, answers from Q 10 show the strategies that third-year student of English use when reading a book or a novel. Students tend to activate their background knowledge while reading. This strategy is effective to overcome weaknesses in reading comprehension. Furthermore, almost all students noted that having good background knowledge improves their reading comprehension.

Investigating the best way to improve reading comprehension and to activate learners' background knowledge, the respondents were asked a set of questions about the use of adapted films to enhance their reading comprehension. Almost all the students, in Q15, agreed that watching the adapted film helped in understanding the novel. Therefore, they foster their imagination and compare the events of a novel to those in the adapted film. Besides, Q18 showed that when learners watch an adapted film, they will be able to visualize the events of the story; particularly adapted films help the learners in activating their background knowledge. The results obtained from Q11, revealed that background knowledge is important to achieve a successful reading comprehension. It is noticeable in Q 19 that adapted films help the learners' in activating their background knowledge. Thus, adapted films strengthen their imagination; relate their previous knowledge to new one. Likewise, students believe, in Q21, that adapted films are an effective technique that should be integrated in EFL classes to enhance their reading comprehension.

3.3.4. Overall Analysis and Interpretation of the Results

As mentioned in the initial phases of this research, the aim of the study is to investigate students' attitudes towards watching adapted films to develop their reading comprehension skills. The process of collecting data was through administrating a questionnaire to third-year students of English. The results obtained from the questionnaire are used as an attempt to answer the research questions and to confirm or reject the hypothesis posed at the beginning of the study.

3.3.4.1. The Attitudes of third-year Students towards the Use of Adapted Films to enhance their Reading Comprehension

Based on the results accumulated from the questionnaire, most of EFL learners at the department of English think that adapted films are effective strategy to improve their reading

comprehension. That is to say, all students indicated that adapted films should be integrated in EFL classes to teach the reading skill.

3.3.4.2. The Problems Encountered by third-year Students in their Reading Comprehension

The results indicated that the majority of third-year students at the department of English face difficulties in reading comprehension. That is to say, most of the students who answered the questionnaire have insufficient reading skills, which affect their reading comprehension.

3.3.4.3. The Extent of the Attitudes Held by Third-Year Students towards Watching Adapted Films

On the basis of the outcomes gathered from the students' questionnaire. Third-year students of English at the University of Mohammed Seddik Ben Yahia, strongly hold a positive attitude towards watching adapted films to enhance their reading comprehension. All in all, the findings revealed that third-year students encourage the integration of adapted films in EFL context. Given the obtained results, our research hypothesis is confirmed.

Conclusion

This chapter presented the practical part of the study and investigated students' attitudes towards the use of adapted films and their role in enhancing reading comprehension. After analyzing and interpreting the data obtained from the student questionnaire. The researchers came up with the conclusion that third-year student hold positive attitudes towards adapted films. Furthermore, the majority of respondents assumed that adapted films activate their background knowledge which enables them to understand what they are reading. Besides, they think that adapted films foster their imagination and help them in visualizing the

events while reading. The chapter ends with stating the limitations which interrupted the researcher during the process of conducting the study followed by suggesting some recommendations for further research.

General Conclusion

1. Putting it Altogether

2. Suggestions for Further Research

3. Limitations of the Study

General Conclusion

1. Putting it Altogether

Achieving successful reading comprehension is challenging in its nature. Therefore, researchers are in a quest for the best way to teach the reading skill. They conducted many studies to investigate new techniques and strategies that could enhance the students' reading comprehension. It has been said that learning from pictures is more sufficient than learning from words only. This assumption led to the integration of adapted films when teaching reading skill. The use of adapted film in the classroom makes the students active learners by offering them the chance to interact with one another and the teacher. After watching the adapted film, the task of reading the original written work becomes an interesting task because they are already familiar with the characters and the events of the novel. Once their background knowledge is activated, they start enjoying reading to match the motion pictures with the words written in the text.

This study investigated the attitudes of third-year students of English at the University of Mohammed Seddik Ben Yahia towards the use of adapted films to enhance their reading comprehension. After the analysis of the statistical data gathered from the online questionnaire, the researchers concluded that almost all the students agreed that adapted films helped them understand the novel. They believe that adapted films improve their reading comprehension and activate their background knowledge about the story. As a result, third-year students highly recommend using adapted films in the EFL context to improve reading comprehension. Briefly, the findings obtained tend to support the hypothesis stated earlier in this research. That is to say, adapted films enhance the students' reading comprehension.

2. Suggestions for Further Research

Based on the findings and the limitations of the current research, it is noteworthy to propose some suggestions concerning the field of the study,

✓ Teaching the reading skill is a challenge that requires techniques and strategies to boost the student's motivation. To meet this goal, film adaptations could be a helpful tool.

✓ The teacher should vary the teaching methods used in the classroom in order to achieve the objectives of the course and make the students active learners instead of passive learners.

✓ The research topic can be investigated from several perspectives. Thus, it is important to explore the research from different angles. For instance, examine the impact of adapted films on enhancing the reading comprehension instead of just investigating the students' attitude. However, it is possible to investigate the impact of the same topic research on other language skills such as speaking.

✓ It is very important to make a plan with the suitable activities when teaching reading through films.

3. Limitations of the Study

No research escapes criticism. In the process of conducting this research, the researchers encountered some problems that needed to be mentioned:

✓ The main weakness is the lack of free primary resources in film adaptation and its effect on enhancing reading comprehension.

✓ The lack of previous studies on the topic narrowed the scope of the current study.

✓ Due to COVID-19 that led to a general quarantine over the world, it was not possible to design an experimental research to examine the impact of watching adapted films on enhancing students reading comprehension.

✓ Distance is another problem of COVID-19. It was impossible for the researchers to meet and discuss the different components of the study.

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Appendix

Questionnaire for Student

Dear student,

The present questionnaire aims at investigating third -year students' attitudes towards the use of adapted films to enhance reading comprehension. Your willingness to fill it in will furnish us with the necessary data to bring our master's dissertation to the final phase. You are kindly requested to answer this questionnaire by ticking in the appropriate box or giving a full answer when necessary.

Thank you in advance for your cooperation and for the time devoted to answering this questionnaire.

Key Definition

- **Adapted Films** is the transfer of a work or story in whole or in part, to a feature film.

General   Information

1. How good are you at English?

☐ a) Excellent

☐ b) Good

☐ c) Average

☐ d) Fair

☐ e) Poor

Section One: Reading Comprehension

2. Do you like reading?

a) Yes ☐

b) No ☐

If yes, what kind of materials do you prefer to read?

☐ a) Books

☐ b) Magazines

☐ c) Newspapers

☐ d) Articles

☐ e) Pdf books

Others, please specify………………………………………………………………………….

3. How do you rate your level of reading?

☐ a) Excellent

☐ b) Good

☐ c) Average

☐ d) Fair

☐ e) Poor

4. How often do you read?

☐ a) Always

☐ b) Often

☐ c) Sometimes

☐ d) Rarely

☐ e) Never

5. Which of the following types of books do you prefer to read?

☐ a) Fiction

☐ b) Adventure

☐ c) Mystery

☐ d) Biographies

☐ e) Fantasy

☐ f) Romance

☐ g) Comics

☐ h) Scientific

Others, please specify…………………………………………………………………..

6. How much time a day do you spend in Reading?

○ a) Less than 15 minutes.

○ b) 15-30 minutes.

○ c) 30-1 hour.

○ d) More than an hour.

7. What motivates you to read?

☐ a) Relaxation activity.

☐ b) Enjoying activity.

☐ c) Recommendation from friends.

☐ d) Need for information.

☐ e) University Assignments.

8. Do you think that reading is a good source of knowledge?
   a) Yes ☐
   b) No ☐

9. What difficulties do you encounter while reading?

○ a) Unfamiliarity with the text.

○ b) Difficult vocabulary and expressions.

○ c) Poor background knowledge.

○ d) Lack of reading skills

10. Which of these strategies do you apply to comprehend texts?

○ a) Activate background knowledge (Prior knowledge)

○ b) Note-taking.

○ c) Watch films which are based on a book (Adapted Films)

○ d) Use dictionaries

○ e) Put purpose for reading

Others, please mention them………………………………………………………………………………

11. Do you think that having good background knowledge can improve your reading

comprehension?

☐ a) Yes   ☐ b) No

Please explain……………………………………………………………………………………………….

Section Two: The Role of Adapted Films in Enhancing Reading Comprehension

12. How often do you watch films?

☐ a) Always

☐ b) Often

☐ c) Sometimes

☐ d) Rarely

☐ e) Never

13. What kind of films do you prefer to watch?

☐ a) Action

☐ b) Comedy

☐ c) Romance

☐ d)Horror

☐ e) Fantasy

☐ f) Animation

Others, please specify…………………………………………………………………………….

14. Have you read a book/ novel that has been adapted into a film? (Adapted films)

☐ a) Yes   ☐ b) No

15. Do you believe that watching the adapted film has helped you to better understand the

novel?

☐ a) Yes   ☐ b) No

If yes, how? ....

16. Do you believe that adapted films could be a good technique to enhance your reading comprehension?

    ◯ a) Strongly agree

    ◯ b) Agree

    ◯ c) Neutral

    ◯ d) Disagree

    ◯ e) Strongly disagree

17. Do you think adapted films can motivate learners to compare the events of a novel to those in the adapted film?

    ◯ a) Strongly agree

    ◯ b) Agree

    ◯ c) Neutral

    ◯ d) Disagree

    ◯ e) Strongly disagree

18. What can Watching adapted films do? (you can tick more than one answer)

◯ a) Activate your background knowledge.

◯ b) Visualize the event of the story.

◯ c) Encourage you to analyse the film and reflect on the differences to the original story.

◯ d) Motivate you to read more.

◯ e) Relate your perceptions with the story.

Others, please mention them…………………………………………………………………...

19. Do you find that adapted films can help you to activate your background knowledge while reading?

☐ a) Yes   ☐ b) No

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Explain your answer…………………………………………………………………………

20. To what extent do you think you have benefited from watching adapted films?

◯ a) Not at all.

◯ b) To some extent.

◯ c) To a moderate extent

◯ d) To a great extent

◯ e) To a very great extent.

21. What is your attitude towards using adapted films to enhance your reading

comprehension?

………………………………………………………………………………………….

Thank you for your collaboration

Résumé

La compréhension écrite requiert l'activation de la connaissance d'arrière-plan. Cependant, c'est ce que la plupart des apprenants ne parviennent pas à faire. Par conséquent, les apprenants EFL ont des difficultés à comprendre ce qu'ils lisent. Dans une tentative de créer des stratégies efficaces pour améliorer la compréhension en lecture, la présente étude suggère d'utiliser des films adaptés. Les chercheurs ont proposé une hypothèse qui déclare que ; si des films adaptés étaient mis en œuvre, cela pourrait améliorer leur compréhension en lecture. L'étude en cours vise à explorer les attitudes des étudiants de troisième année de l'Université Mohammed Seddik Ben Yahia, envers l'utilisation de films adaptés pour améliorer leur compréhension en lecture. Pour tester ces hypothèses, une approche quantitative a été utilisée. De plus, des données statistiques descriptives ont été collectées à l'aide d'un questionnaire en ligne .60 étudiants de troisième année ont participé à cette étude et se sont portés volontaires pour répondre au questionnaire. Les résultats ont révélé que la plupart des répondants ont une attitude positive envers les films adaptés. Ils pensaient que les films adaptés activaient leurs connaissances de base qui peuvent aider à leur compréhension en lecture.

Mots clés : attitudes, compréhension écrite, connaissance d'arrière-plan, films adaptés.

ملخص

يواجه طلاب اللغة الانجليزية صعوبة في فهم ما يقرؤونه لأنهم غير قادرين على تفعيل مكتسباتهم القبلية وإسقاطها على محتوى النص وهذا ما جعل العديد من الباحثين يسعون لإجراء دراسات وأبحاث قصد تعزيز قدرة فهم النص ومعانيه. اقترحت الدراسة الحالية استخدام الأفلام المعدلة والتي تم صنعها وفق عمل روائي كتب من قبل. طرحت الباحثتان فرضية نتص على أن ادراج هذا النوع من الأفلام في البرامج الدراسية يمكن أن يحسن من فهمهم للقراءة وقد تم استخدام المنهج الكمي لاختبار مدى صحة هذه الفرضية بحيث تم جمع البيانات   الإحصائية الوصفية باستخدام الاستبيان عبر الانترنت. شارك 60 طالبا من طلاب السنة الثالثة للإجابة على أسئلة الاستبيان الذي أظهر أن معظم نتائج المجيبين تعكس مواقفهم الايجابية اتجاه الأفلام المعدلة مبررين اختيارهم بأن هذه الأفلام تنشط مكتسباتهم القبلية والتي تساعدهم بدورها على فهم ما يقرؤونه.

الكلمات المفتاحية : المكتسبات القبلية ,الأفلام المعدلة, فهم القراءة, المواقف.

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