THE ROLE OF THE FILMING OF THE LITERARY WORKS IN INCREASING THE STUDENTS' COMPREHENSION OF LITERARY COURSES (DRAMA AND NOVEL)

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ABSTRACT

This study investigates the effect of film production and cinema on improving the understanding of students' academic achievement of department of English language and literature in their literary courses in general and novel and drama in particular. The population are selected from the third year level of the students in department of English language and literature in Ajloun university college at Al-Balqa' Applied university who were enrolled in (Novel) and (Drama) in the second semester of the academic year 2014/2015. The sample selected of the study consisted of (25) students. They were distributed in to two experimental groups: the first which was considered as the control group , the students before seeing any movie and depended mainly on the information understand from the literary texts; the second group consists of the students after seeing a film production of the novel or the play. Both groups are asked to write a report about specific topic in the novel. The study proved that students who received on line facilities and saw the film had recognizable gains in their analysis of the novel drama and revealed a greater understanding than those who depended only on literary texts. In light of these findings, the study recommended that on-line teaching in general and film watching supplement the teaching of literary courses for learners of English as a second language.

KEYWORDS: Teaching Literature, Modern Teaching, High Education, Jordanian Universities, Teaching English as a Foreign Language

INTRODUCTION

The modern electronic means of teaching in general and the use of film production as a means of teaching literary courses enrich the understanding of the literary texts. The rapid spread of on- line sources such as electronic books and libraries, auditory as well as visual aids in addition to the educational web sites played a great role in facilitatingE-learning and making knowledge available for any one. In this light, educators look forward updating their means and techniques for teaching. Therefore, many universities enrolled many electronic programs in their teaching syllabuses since they became aware of the importance of these programs as a teaching aid and make their Staff in line up withmodern educational technology. Also, the wide spread of internet opens up new horizons for students to look for quick sources that help them in their study. A major attention is seen in the students' interest in watching films for novels/ plays assigned for their academic study. Therefore, the use of cinema and multi-media and electronic sources as aids enriches teaching of literary courses in departments of English language and literature. The importance of such aids relies on providing the students of an interactive academic environment in which the students learnand have fun simultaneously.

In this light, watching films of novels and dramatic masterpiecesis seen as one of the greatest means that link students with an interactive teaching process. To be applied effectively, this process must have three major elements: the instructor, who carefully choose the literary text and enables the availability of the cinematic form of the text for his / her students. Second, the student and finally, the suitable academic environment that provides the students with everything they need in learning such as the specialized labs that are provided by computers and visual as well as auditory aids free without the students need to pay any expanses. Such teaching environment increases the students' linguistic and literary abilities. Teaching literary text in this way opens the door for the direct interaction between the instructor and his students in the one hand, and among students themselves on the other hand.

Taking the instructors into consideration, the employment of films in explaining novels makes it is easier for them to fill the gaps that they didn't explain for the sale of time and students were supposed to study them by themselves. The use of film as teaching aid in illustration erases the distances between instructors and students in one level , and makes teaching more exciting and enjoyable and increases the students' self- learning and improve their communication skills.

Statement of the Problem

Many students who learn English as a second language complain of the difficulty of literary texts if compared with linguistic and skills courses. This might refer back to the lack of exposure of the students with the masterpieces of literary works. This problem is seen in particular in the traditional techniques of teaching literary texts that mainly depended on lecturing and oral seminars. However, the study suggests that the use of the modern techniques of cinema production of the great literary works not only facilitate the teaching process, but also increases the understanding and acquisition of the foreign language as well. The study aims to prove that watching films play agreat role in teaching because as Ferguson argues that such modern on line sources enrich the students skills and saves time and efforts as well. (2001)

The Purpose of the Study

The researches aim at examining the effect of watching films of literary texts in improving foreign language university students' comprehension of literary works.

The Hypothesis

There are statistically significant differencesin students' achievement in literary texts analysis due to using films as a teaching aid.

Significance of the Study

Much attention is paid for exploring the interaction of foreign language students' with the literary texts in a traditional way i.e. (Lecturing). However, the researchers investigate how far the modern on line teaching in general and film watching in particular could implement the interactive teaching atmosphere for learning English as a second language in Jordanian universities.

Definition of the Terms

Educational Websites

Are the sites made for the purpose of education, purpose may vary accordingly it may be to educate them or

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counsel them. Some websites like Facebook provide the facility to make your own page for the institution or wherever you are working for example GSSS Fatehabad is the page having information of its own school for the educational purposes. (www.answer s.com.1)

E-Learning

Is the use of electronic technology in teaching and learning, and accordingly is a subset of educational technology. (Moore et.al, 2011). E-learning includes information and communication technology (ICT) in education, EdTech, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), flexible learning, web-based training (WBT), online education, online learning.(Major, Claire ,2015).

An Electronic Resource

Is any information source that the library provides access to in an electronic format (Electronic Resources Definition) For the purpose of the Research Databases Web page these are defined as online information resources, including bibliographic databases, electronic reference books, search engines for full text collections, digital collections of data and data sets. Not included are individual non-reference e-books and individual e-journals.

Literary Courses

These are the courses taught at department of English language and literature at Al-Balqa' Applied university novel, drama.

TEFL: Teaching English as a foreign language.

Films Watched: (Othello, wuthering Heights)

Limitations

- The sample of the study was limited to 50 students majoring in English of Ajloun University college- Al-Balqa' University in (novel, drama) during the second semester of the academic year 2014/2015.

- There are limitations related to the difference between the number of students in the control group (25) and the experimented (25) of the same level (3rd year)

- The research is limited to trace the effects of using two different teaching methods:the traditional versusmodern techniques.

REVIEW OF RELATED LITERATURE

There are many studies carried out about the modern techniques in teaching. For example,Berge and Collins (1995) believed that the teaching environment that is used in the past is no longer suitable for teaching nowadays:according to them, the new technologies of the internet presented the on-line teaching as a major key for successful TEFL (Teaching English as a foreign language). They refer this fact to the new methods of teaching which involve mentoring tutoring, project – based instruction, retrieval of information, course management and other activities using modern technology.

Sivin- kachala and Bialo (2000) made many studies on the role of technology in enriching the students' achievements, and recommended the application of the education that depends on interaction especially the distance education.

Another related study is Boster, ET. Al (2002) who explored how far the employment of the standard- based video clips can help in improving students, a achievements. The sample of the study compares between two groups of students' a group exposed to the application of video clip and the second group the students' who received a traditional method of teaching.The study shows results in favor of those who were exposed to video –clips instructional method of teaching.

Gordin &Means (2000) investigated the role played by computer technologies in supporting learning in general and critical thinking and literary analysis in particular.

Finally, Cavanaugh (2001) in her experimental studies proved the importance of interactive education especially teaching which employs video conferencing and other means of communications.

Sample of the Study

The sample consists of (50) students', at Al- Balqa' Applied university – Ajloun college in two courses (novel and drama) (25) students' in the control group and (25) students' in the experimental group. They were distributed in to two experimental groups: the first which was considered as the control group, the students before seeing any movie and depended mainly on the information understand from the literary texts; the second group consists of the students after seeing a film production of the novel or the play. Both groups are asked to write a report about specific topic in the novel. Then students have to answer a questionnaire to answer the question of the study which is: Dose the cinema and film production help inteaching literary courses especially novel and drama? Dose on-line teaching that use the modern cinematic techniques proved to be useful for teaching literary courses.

Instrument of the Study

The researchers aim at exploring the differences in two ways of teaching literary texts based on the results of students' in two suctions in Novel and drama courses. Both groups received the same syllabus, text books and homework.

However, one group adopted the traditional instructional method (lecturing), while the other adopted the modern method which relies as visual aids represented by the film watching, audio both groups sat to apre-test to classify them according to their level prior to teaching.

Again, another test at the end of the course is done to measure the advances/ differences in the students' level. The experimental group is separated from the control group by giving them the lectures in lab, whereas the control group received the education in an ordinary classroom.

The assignments for both groups were essay writing, literary analysis and commenting on certain extracts from the novel /play.

The Pilot Study

Having in mind the importance of accuracy in undertaking this study, the researchers aimed at tracing the effect of

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film productions watching of selected literary texts (Othello, wuthering heights) on students' achievements' and their literary skills mechanics which include criticism, analysis and comments of the previous works.

THE JURY

After a series of revisions of the questionnaire, the researchers gave the final form of the questionnaire to the Jury who consisted of six professional doctors who had a long experience in teaching English as a second language. The Jury members were asked to decide on the following points:

- Face and content validity of the test.

- The accordance of the items to measure the skills assigned to the students' in the table of specification.

- Having studied the test, the Jury members reached the decision that the test is valid in both face and content and the organization of the test is skillfully planned.

Validity of the Instrument

Before undertaking any step of asking the students' to set for a test, a pilot study is done by dividing the students' of the same level (3rd year students').

The pilot study provided us with the information needed for the study such as the time needed for performing the same task, the clarity of instructions, and the type of the questions (open ending essay questions).

The results will unveil the gaps in the management of real study. Alsoit can indicate the degree of difficulty of the items of the test. The sample of the test includes 25 of the studentsfrom the same population after confirming the validity between the face and content.

Then the item analysis is distributed to the coherence, relevance, organization, language, vocabulary, grammar, and creative thinking.

Reliability of the Test

Perhaps the most common way of measuring the validity of the test is "retesting". This step was performed on a sample of (25) students from the same population from which the original sample was selected. After three weeks of having the tests the pilot group set for the same test using the same environment i.e.(place, time, exam, management). According to Pearson's formula, the management that adopted the pilot test revealed a correlation between the levels of the students' on both testing cases. The correlation was found to be 0.85 and therefor by using Pearson's formula the test is acceptable if it is not less than (0.50). Therefore the test proved to be reliable.

Procedures

A pretest was conducted at the beginning of the course. Another test was done of the end of the experiment to measure the students' development and the degree of comprehension of the major elements in the literary works.

Implementation

The students have to take written exam at the beginning of the experiment by writing an essay about the plot of

the play/ novels the exam is corrected and every student has a certain degree measuring his level. The same group has another exam but after watching the film of the same play/ novel they had already read. Another degree is scored for every student and by doing so we can measure the degree of the students' comprehensionof the literary work After that an average is done to check if there is any development in the students' level.

RESULTS AND DISCUSSIONS

After the researchers have collected data and analyzed the results, the study proved that after seeing the filmed novel/ play, the students scored better marks than their earlier scores before seeing the film. This procedure of pretesting and testing reveal a development in the students' level because the students were able to present a more critical thinking and understanding of the novel/play.

Table 1: Presents the Development of Students Understanding of the Play/ Novel

The Elements of the Literary Work	Before Seeing the Film	After Seeing the Film	P. Value
Characters	3.5	3.9	0.187
Setting	3.2	4.0	0.034
Narration	3.7	4.2	0.029
Plot	2.7	3.2	0.135
Themes	3.6	4.1	0.048

In light of the results, the table shows a great impact of watching the filming material of the literary work on the students' achievements which was as follow

The understanding of the characters of the play/ novel comes in the first place; the value on the total score was 0.187.

The plot comes in the second place with a value about 0.135.

The understanding of the themes and the majar and the minor ideas come in the third place with a value about 0.048.

The understanding of the setting represented in the times and the places of the literary work comes in the fourth place with a value of 0.034.

Narration comes at the fifth position with a value of 0.029.

The results of the study agree with Kitade (2000) and Felix (2002) who both emphasize the importance of visual teaching aids in increasing the students' achievements. Both of them see the " on-line learning can be a tool which in the hands of creative educational designers, dedicated on line moderators and enthusiastic students', has the potential to enhance our learning experience beyond and in addition to the expectations of even the best classroom environment." (Felix: 2002:12)

The study finds out that there are some cautions and challenges of the filming of the literary material. Despite the great benefits of the filming of the literary material, but there are many challenges and fears facing the academic researches they are summarized in the following points:

Many information is deleted.

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- The filming will limit the students' imagination which varies from one person to another according to his abilities.

- In certain cases, the film may adopt certain perspective and focus on it and thus ignore significant attitudes which contradict with the producer'saattitude.

- The most dangerous thing is changing some details by adding scenes or deleting scenes from the real source.

- The purpose of iterative is fun which could be done by reading and imagination and many people who carefully read the novel state that they enjoyed reading more than watching the film methods, the traditional and the modern and on-line way.

- However, the study concludes that there are many advantages for the use of films as a teaching aid they are summarized in the following points:

    - There are many advantages for the filming in which many passages of description of description of external/ internal setting can be done in one scene a fact which saves both time and effort.

    - The mixing of the audio effects and visual aids such as lighting and music can highlights the students' reaction especially the climax of the play / novel on the ending.

    - Studentscan recognize the major character and differentiate between the major and the minor characters according to the role they acted.

CONCLUSIONS

As seen above the results reveal that the students after watching the filmed literary material scored significantly better marks if compared with their earlier marks before seeing the film. Consequently, the study concludes that the filming of the literary material has appositive outcome concerning students' comprehension development because it is reflected in a better understanding of the literary elements of the work i.e (setting, plot, themes, and characterization….etc.).

The study recommends the need of updating the teaching techniques to include watching films as a teaching aid for literary courses in general and novel/drama in particular. Besides, the mass development in the fields of technology must be employed in teaching in all its digital forms. The universities must change their curricula from the traditional style to the online teaching in which filming material is included. In this light, modern labs which are equipped withal facilities (i.e internet access, films and visual aids, auditory aids) must be available. If our universities provide these facilities, the learning of English literary sources (plays, novels, stories,…)will be and enjoyable at the same time.

RECOMMENDATIONS

The study recommends the following points

- University libraries should be provided with electronic sources and aids such as the filmed material of the literary courses that aretaught at the university

- The researchers believe that students must read the novel carefully before seeing the film to fill in the gaps that the producer had cut to realize the "invented scenes" for cinematic effects.

- Students must be aware of the cautions of watching the filmed material because sometimes the producer imposes his own perspective and produces the film according to a single point of view which may be different from the

original work perspective.

- Students must be aware of the historical and political context of the filmed literary material especially those which are concerned with historical events that documented certain revolutions and wars.

- Students must avoid falling in the trap of propaganda especially when they see a film about certain hero or a king.

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