

From Text to Screen: The Role of Filmic Adaptation in Enhancing Algerian EFL Students' Reading Comprehension

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Mellit Djihane¹

¹ Research Laboratory on Language Didactics (RLLD), Teacher Education College (ENS) of Setif, Algeria,

Email: d.mellit@ens-setif.dz , <https://orcid.org/0000-0001-5457-8324>

Abstract:

This article seeks to address the question of how EFL teachers can enhance their students' understanding of English literature. It adopts an experimental approach to assess the impact of film adaptations on students' ability to comprehend English literary works through pre and post reading comprehension tests administered seventy (N=70) third year EFL students at Jijel University. The findings revealed that the reading comprehension of the targeted students was notably enhanced through the dual experience of reading the novel and watching its film adaptation, as indicated in the reading pre-test and post-test, which yielded a T-statistic of 7.686 and a P-value of 0.000. This highlights the benefits of using film adaptations in EFL literature teaching in Algeria, suggesting a pedagogical shift to include multimedia to better engage today's learners.

Keywords: EFL students; English literary works; film adaptations; reading comprehension

Corresponding Author: Mellit Djihane, Email: d.mellit@ens-setif.dz

1. INTRODUCTION

With the influx of technology and media in this contemporary era, educators are increasingly compelled to implement relevant teaching methods that address the needs and interests of tech-savvy students. Reading, a crucial language skill for developing EFL students' proficiency, has been neglected since the 1990s due to the prevailing emphasis on oral skills in communicative language teaching approaches. Consequently, reading comprehension, defined as "the ability to determine how and where to apply one's reading resources in order to maximally reach one's goals in a comprehension given situation" (Wagner & Sternberg, 1987), cannot be effectively fostered through conventional "chalk and talk" pedagogies.

Film adaptations present a viable alternative, captivating students by transforming textual narratives into visual formats that render stories more accessible. Such adaptations can facilitate a deeper understanding and interpretation that aligns with the expectations of contemporary learners.

In the Algerian higher education context, EFL learners read literary texts primarily for examination purposes. However, in English departments, reading is not treated as a standalone module. This aligns with Belmekki's observation (2008) that despite reading's crucial role in language acquisition and cultural understanding, no official program or practical guidelines exist for its teaching and evaluation (p. 82). At Jijel University's English department, reading is integrated into literature courses rather than existing as a separate module. As a result, reading is regarded more as a medium of teaching English than as a language skill to be developed. To our best knowledge, this issue has been scarcely investigated within the Algerian context. Very few publications, if any, can be found in the literature. Therefore, this

study attempts to contribute to the body of knowledge concerning filmic adaptations and their effectiveness in promoting EFL students' reading comprehension. In this regard, it raises the following question:

- To what extent, does the use of film adaptations influence the EFL students' reading comprehension scores?

In the light of the aforementioned research question, the following hypotheses along with their parallel null hypotheses are worded:

- Hypothesis One: There is a significant difference in scores in the reading comprehension post-test between control and experimental groups
- Null Hypothesis One: There is no significant difference in scores in the reading comprehension post-test between control and experimental groups.

2. Literature Review

2.1 Theoretical and Cognitive Foundations

The use of filmic adaptations in EFL reading instruction is grounded in multimodal literacy, socio-semiotic, and cognitive frameworks that identify generating meaning as a process that goes beyond the printed text. In Lacelle's (2011) reading viewing model, reading and viewing are complementary activities that engage the learner's interpretive, emotional, and analytical abilities through visual and verbal interaction. This model supports the idea that film and literature share similar narrative, thematic, and symbolic structures that help learners to deduce meaning through different semiotic schemes.

Sarıçoban and Yürük (2016) consider film adaptation as multimodal text that include language, sound, image, and gesture. It provides learners with authentic linguistic input and contextualized cultural content. This multimodality fosters their engagement and promotes their comprehension as they relate visual cues with

linguistic and narrative material.

Concerning the cognitive standpoint, filmic adaptation aligns closely with schema theory, which suggests that comprehension occurs when students activate their prior knowledge and link it to new input. Cho (2011) asserted that reading a literary text before watching its film adaptation enhances comprehension as students build relevant schemata that are later reinforced through the visual material. In the same way, Béguelin-Argimón (2007) emphasized that films serve as cultural scaffolds as they help learners visualize and contextualize abstract literary concepts.

Filmic adaptation also resonates with dual coding theory, which stresses that the combination of verbal and visual strengthens retention and comprehension. When students engage with a literary text and its cinematic adaptation, they deal with content through multiple channels including verbal, visual, and emotional. This promotes their understanding and recalling of the content being taught. Collectively, these frameworks demonstrates filmic adaptations as a prevailing cognitive and cultural medium to help students generate interpretations, motivate them, and support their critical thinking and analytical responses.

From a second language acquisition perspective, the effectiveness of visual cues is particularly significant for non-native speakers, who often face cognitive overload when processing dense or unfamiliar linguistic input. According to cognitive load theory (Sweller, 1988), when learners are required to decode language, interpret meaning, and construct mental representations simultaneously, their working memory can become overloaded, which limits comprehension. Filmic adaptations help mitigate this challenge by externalising part of the meaning-making process through visual representation. Facial expressions, gestures, settings, and contextual

cues reduce the need for continuous linguistic decoding and allow learners to infer meaning more efficiently. Moreover, visual input supports inferencing and compensates for lexical gaps, which is particularly important in EFL contexts where vocabulary limitations can obstruct textual understanding. In addition, multimodal input strengthens attentional focus and engagement, which are key factors in sustaining comprehension over extended reading tasks. In this sense, visual cues do not replace linguistic processing but rather scaffold it, enabling learners to build more stable mental representations of narrative content.

2.2 Empirical Evidence on Effectiveness

A growing body of empirical research supports the integration of filmic adaptation into EFL reading classroom as an effective tool to improve students' comprehension, foster vocabulary learning, and raise their motivation. In a study conducted by Torabian and Tajadini (2017), the students exposed to film adaptations of short stories achieved significantly higher comprehension scores than those who only read the literary texts. In the same way, Sarıçoban and Yürük (2016) found that university students who relied on filmic material in literature classes achieved notable improvements in enriching their vocabulary and promoting their understanding and comprehension of the literary works.

Reading and watching strategies have received particular attention for their impact on reading comprehension. Azhar (2024) found that post-reading film viewing help students to grasp the plot of the story, the characters drive, and the thematic depth. This demonstrates that the visual representation plays a crucial role in fostering the students' textual understanding. . Similarly, Cho (2011) reported that reading before watching raises comprehension as learners approach the film with an established cognitive background. In other words, visualization is the ability to construct mental pictures

or images while reading. It is evident that students' own visualizations can be related to their background knowledge about the theme. That is, helping students gain visualization skills is a salient *Modus operandi* to foster their comprehension and interpretation of the text, to use their images to draw conclusions, to recall details and elements from the text and thus to become more engaged in their reading (Keene and Zimmerman (1997). In similar vein, Erickson and Rankin (2003) examined the use of Read-Watch-Read method in which the students can read the text in order to build some background of it, make predictions, watch parts of the film then read more of the text. This method has achieved successful results in helping students to understand the content of both the literary text and the film. Correspondingly, Luque Agulló (2003) and Gareis et al. (1998) highlighted the benefits of structured comparison tasks, and creative projects (such as rewriting scenes, adapting dialogue or role-play), which stimulate students' motivation and comprehension while reading the text improve their analytical and interpretive skills.

2.3 Challenges and Implementation Issues

Despite the pedagogical promise of filmic adaptation, several challenges identified across the literature. Researchers highlight that fidelity and adaptation differences often cause confusion, as the adaptation can be changed from the original texts in term of plot, characterization and themes according to the director' perspectives. This may prevent students to engage effectively with the written version (Bazin, 2011; Stam 2005). Similarly, Alqadi (2015) found that adaptations may "*inhibit the imagination*" since films picture all the details which limit the students interpretation of the literary text. In the Algerian context, Beloufa (2021) warned that the teachers' *over-reliance on films* in introducing the reading material can cause students to watch the film rather than reading it, which reduce their opportunities to practice textual comprehension skills. Yunus et al.

(2020) and Ganzon (2022) also reported *mixed effects* of film-based teaching. They assert that films can improve the students' literal comprehension; however, they limit their evaluative and interpretive reading without scaffolding.

A number of researchers found that technological and practical constraints persist including limited classroom resources, inadequate equipment, class size and time restrictions, make the integration of films difficult (Rahmoun, 2020; Beloufa, 2021). Additionally, Rahmoun (2020) advocated other issues related to culture and language. He emphasized that teachers should consider cross culture differences between students' mother tongue and foreign language as the adapted films might visualize inappropriate or culturally distant scenes, which increase cognitive load and hinder students understanding. He also highlights the importance of integrating films that meet students' interests and linguistic level in order to enhance their reading comprehension skills and maximize their learning engagement. Finally, Ganzon (2022) asserted that many teachers lack the adequate training and preparation required to design pre-, while-, and post-viewing activities that connect film and text effectively. Collectively, these studies stress the effectiveness of film adaptations as teaching tool to be integrated in reading classes; however, their success in promoting students' reading comprehension relies on pedagogical design, teacher competence, and cultural relevance.

2.4 Research in the Algerian EFL Contexts

In the Algerian context, studies have increasingly explored the importance of using films adaptations in EFL classrooms. Beloufa (2003) carried out a classroom-based study on the use of *Pride and Prejudice* novel in the EFL literature classroom. She found that film adaptations increased students' motivation and engagement with the literary text; however, she noted that many targeted students rely on the film rather than engage in textual interpretation. Mellit (2021)

conducted a research to examine students' perceptions of film adaptations in EFL classrooms; she reported that students, who view film adaptation, hold positive attitudes as their literary understanding enhanced. She also revealed that this audio-visual tool could effectively scaffold students' comprehension when supported by pre-viewing, while-viewing, and post-viewing activities that explicitly connect film and text. Additionally, Rahmoun (2020) discussed the issue of fidelity and adaptation in his work *Film Adaptation between the Pride of Literature and the Prejudice of Inferiority*. He stressed that the changes made on characterization, narrative focus, and themes may hinder learners' full comprehension of the original text. Another work by Djamàa (2018) put forward that the comparison between films and their literary texts promotes students' critical thinking and analytical ability, as students must assess adaptation choices and narrative strategies.

Having said all that, research on the use of film adaptations to enhance reading comprehension remains scarce in the Algerian EFL context as most research remain descriptive or exploratory, focusing on attitudes and perceptions. Therefore, this study aims to fill this gap by examining the impact of film adaptations on enhancing students' reading engagement and comprehension of English literary text.

3. Method

3.1 Study Design

The methodological approach embraced in this study is an experimental research design, which is regarded as the most convenient for elucidating numerical data to answer the research question and to examine the validity of their corresponding hypotheses (Green, 2022). A pretest-posttest format with experimental and control groups was used to assess students' reading comprehension pattern of the novel before and after the intervention.

Subsequently, the Welch's t-test was conducted using Microsoft Excel 2010 to compare reading comprehension outcomes between the groups.

3.2 Population and Sample

The current investigation has involved a sample of English language third year students, from the University of Jijel for the academic year of 2024/2025. They attended EFL courses under the lens of the LMD system to obtain the "BA" degree. In view of that, they are advanced in the English language in terms of the language abilities such as imbibing academic vocabulary, forming grammatical structure and most importantly developing reading skills to practice reading effectively and efficiently in /or outside the classroom. Moreover, they have developed the necessary listening skills to facilitate the teachers' reliance on different teaching tools i.e. being tutored via films or videos.

The researcher has opted for a non-probability purposive sampling technique because randomization was not doable. In addition, the sample (both groups) should share peculiar traits notably the sexual category, the age, the educational background, L2 learning background and competence in order to strengthen the conclusions drawn from the study (Marczyk et al., 2005; Milroy & Gordon, 2003, qtd. in Dornyei, 2007, p. 96). Therefore, two comparable intact groups of seventy (70) EFL third year students were assigned by the administration. To ensure the homogeneity of the sample vis-à-vis their English language skill and their literature competence, the researcher has checked their grade point averages (GPA) and literature course marks of the previous academic year, the second year, retrieved from the Department's archives. This is to avoid any inconvenience regarding the students' linguistic and literary level.

3.3 Data Collection Tool and Analysis



The intent of this study to examine the impact of using English Film adaptation as an independent variable on EFL students' reading comprehension as a dependent variable. It follows a pre-test and a post-test group design whereby tests are assigned to both experimental and control groups before and after the treatment. The experiment is used to gauge the effects that are relatively generated from the intervention allocated to a non-randomly chosen group of participants. The manipulation lasted for 14 weeks; the control group was exposed to standard teaching conditions of the literary text i.e. the ordinary traditional method of introducing and lecturing in involving pre, while and after reading activities. While the experimental group is subjected to a novel teaching situation i.e. reading and watching the film adaptation. This manipulation was in the form of a developed course design consisting of different types of activities and based on Hibbing and Rankin-Erickson's (2003) Watch Read Watch Read (WRRW) strategy aiming at increasing the EFL students' reading comprehension level. The researcher, meanwhile, assigned pre-tests to both groups to determine whether the groups have approximate reading comprehension baseline before the intervention. At the end of the treatment, a post-test is used to examine differences between the treated and untreated groups after the experiment period. The test was a reading comprehension quiz aimed at determining the extent to which third year students at Jijel University are able to comprehend the literary text provided i.e. the novel of Oliver Twist, before and after the intervention. This was intended to compare the results and make accurate correlation. It is composed of sixteen questions, six closed questions and ten open questions, in order to cover all the content of the novel and the film. It included questions about characterisation, plot and themes. Prior to collecting data, the researcher has developed and modified the aforementioned tests based on the suggestions obtained from a senior lecturer specialised in Educational Psychology and English Foreign. In addition, to provide

them with Teaching. Based on her suggestions, the researcher constructed and reformulated the reading comprehension quiz in order to meet the students' linguistic competency different reading comprehension activities (before, within and after) that cover the targeted novel as a whole.

This study relied on Inferential Statistics (scores and means) Conducting Welch's T-test Analysis with Microsoft Excel 2010.

Although the assessment tool was carefully designed and validated through expert feedback, it should be acknowledged that any researcher-developed test may still carry a degree of subjectivity, particularly in the scoring of open-ended questions. To minimise this potential bias, clear marking criteria were applied consistently across both groups, and the combination of closed and open-ended items was used to balance objectivity with interpretive depth.

3.4 Results

4.1 The Analysis of Reading Comprehension Pre-Test

The reading comprehension pre-test was set forward to gain a deep understanding of students' knowledge of the given literary text. Thus, the reading comprehension pre-test is a series of comprehensive questions about the story "Oliver Twist". It was delivered to 35 third-year students in 2024. The students' papers were corrected and their scores were collected and interpreted in table 1; the values (Mean) for their scores were obtained using Microsoft Excel 2010.

Table 1. Calculating the mean of the control & the experimental group in the pre-test

Students Group 1	Mean for CG Pre-Test Scores	Students Group 2	Mean for EG Pre-Test Scores
35	0,457143	35	0,428571

As displayed in table 1, which presented the means of the control and experimental group in the reading comprehension pre-test, the control group has scored an expected low mean of (0.42) whereas the experimental group scored (0.45). In fact, it is indicated clearly that the students' achievement, in both groups, were rated below the average. Comparing the means of the two groups, there seems to be no significant difference between the performances of the two groups in the pre-test. This was pre-determined, as both groups had practically no clue about the reading text to be used during the experiment. Hence, the two groups were undertaking this adventure with the same expertise and reading proficiency level. Therefore, if the experiment is well conducted and all the variables are examined and controlled, any further over scoring in the coming tests will be due to the experimental instructions.

4.2 The Analysis of Reading Comprehension Post-Test

Once the intervention phase has been accomplished, the participants in both groups are delivered a final test. The post-test consisted of the same type of the reading task used in the pre-test to evaluate the effectiveness of the instruction that took place throughout the experiment. It is also important to mention that the same timing has been devoted to answer the entire test' questions in both periods. To the researcher's interests, this test would serve in two ways: first, it

is considered as the final quiz in the course of Oral Expression and, second, it gathers data required for the on-going experiment, to determine the students' gaining in the text's reading comprehension. The students' final scores are reported in the succeeding table in terms of means. This allows a smooth measurement of the extent to, which the treatment was effective for both groups, as well as the group that has scored better; i.e., has achieved better reading comprehension.

Table 2. Calculating the means of the control & experimental group in the post-test.

Students Group 1	Mean for CG post-test scores	Students Group 2	Mean for EG post-test scores
35	9,97	35	15,84

As clearly displayed in table 2, the performance of both groups has been significantly improved with a mean of (9.97) for the control group, and (15.8) for the experimental group. Obviously, both groups have grasped some knowledge related to the treatment phase as their scores in the post-test are impressively better than those scored in the pre-test. However, it is undoubtedly revealing that scores improvement was higher on the part of the students' group that was under the experiment, i.e. those who were watching the film adaptation and reading the literary text in parallel, than in the students' group that were being taught in the traditional manner, i.e. Those who were reading the English text per se. This improvement is visibly presented in the following figure. In other words, the experimental group scores are fairly higher than those of the control group. This is a clear indication that the experiment that has been conducted went through the expected path, and that the results would confirm considerable change in the learners' level. For the researcher, this

means that the increase in the students' level of reading comprehension is influenced by the use of film adaptation. It might seem early to make such a conclusive statement before the necessary calculations are made. As it is the case in quantitative research, findings should be interpreted statistically in ways that leave little room for misinterpretations.

4.3 Comparing the Means of the Reading Comprehension Pre-Test

At this point in research, it is significant to undertake an interpretation through statistical analysis. Such statistics are effective in different ways; On the one hand, they provide necessary detailed data that reflect the participants' achievements in a mathematical formula supposed to be a highly reliable means of measurements. On the other hand, they serve as accepted evidence to check the extent to, which the research hypothesis is tested and examined.

Table 1 shows that the scores obtained in the reading comprehension Pre-test from the two groups of students have no background knowledge about the literary text to be read. It is also proved that there was no remarkable difference (-0.08%) between the two groups before the treatment period that is both the experimental and the control groups started with congruent level and knowledge in the reading process.

Table 3. The difference between the means of the reading comprehension pre-test

	Control group	Experimental group	The difference (%)
Mean (%)	1.22	1.30	- 0.08
SD	SD = 0.60	SD = 0.61	SD = 0.01

As demonstrated in table 3 above, the scores of both groups did not vary largely from one another; this can be concluded from the standard deviation, as it was quite low. This indicates that the values, which the students scored, were close to the mean, i.e. there was some kind of homogeneity in the scores yielded, and there were no outliers.

4.4 Comparing the Means of the Reading Comprehension Post-Test

The following table summarizes the results and the differences between the control and experimental group in the reading comprehension post-test.

Table 4. The difference between the means of the reading comprehension post-test

	Control group	Experimental group	The difference (%)
Mean (%)	28.48	45.14	- 16.66
SD	SD = 3.98	SD = 2.13	SD = 1.84

From the data yielded in Table 4, it is apparent that there is a significant difference (-16.66%) between the two groups in the post-test. This revealed that the experimental group performed better than

the control group in the post-test. Clearly stated, the experimental group who had a regular practice of reading literary texts with film adaptations achieved more improvement than the control group. It needs to be said that as long as both groups encounter the same conditions and classes during the interval between the pre-test and post-test. The difference in the two groups' performance in the post-test is because the experimental group had practice with the newly introduced method, i.e. film adaptation.

Although the comparison of mean scores between the control and experimental groups clearly shows an improvement following the intervention, looking more closely at variability adds further depth to the interpretation of the results. The standard deviation values in both the pre-test and post-test reflect how spread out students' scores are around the average.

In the pre-test phase, both groups show almost identical standard deviations ($SD = 0.60$ for the control group and $SD = 0.61$ for the experimental group). This suggests that students in both groups were relatively similar in terms of ability before the treatment, which supports the idea that the two groups were fairly well balanced at the beginning of the study. This strengthens the internal validity of the experiment.

In the post-test, however, a clear difference in variability appears. The experimental group records a lower standard deviation ($SD = 2.13$) compared to the control group ($SD = 3.98$). This means that students in the experimental group not only performed better on average, but their results were also more consistent. In other words, improvement was more evenly distributed across learners, rather than being limited to only a few high achievers.

On the other hand, the wider spread of scores in the control group suggests that students responded differently to traditional instruction. While some improved, others made limited progress, which led to greater variation in performance.

Overall, this variability analysis supports the earlier findings from the mean comparison and t-test results. It shows that the intervention was effective not only in improving overall achievement, but also in reducing performance gaps among learners in the experimental group.

4.5 Hypothesis Testing (Inferential Statistics): Welch's T-test Analysis

In order to test the research hypotheses, inferential statistics have to be used. It is because the researcher opted for a t-test to compare the two means (a pre-test and a post-test means). The t-test is the commonly used and known hypothesis statistical test. It is robust, simple and adjustable to wide-ranging situations. For Miller (1975, p. 71) the t-test is the strongest of the three tests. By the three tests Miller means, the t-test, the Mann-whitey test and chi-square test. It is worth mentioning that there are two prominent types of t-tests: the independent t- test, an unpaired test, when the groups are different (control/experimental group) and a dependent test, a paired t-test when a similar group tested before and after the treatment (Mackey & Gass, 2005, p. 273). In this study, the most pertinent t-test is an independent one as it intends to assess whether the means of the two samples involved in this research are statistically different from each other or not. The main step in the t-test analysis is to find the t-value that determines whether the research hypothesis will be accepted or rejected.

By and large, the purpose underlying any statistical test is to get deeper information about the likelihood of an event occurring by chance (Kanji, 2006, p. 265). That is, the statistical test is meant for determining the probability that the observed results could have occurred under the null hypothesis. If this probability is less than, or equal to 0.05 (The P value), the null hypothesis is rejected in favour of the alternative hypothesis and the results are said to be significant.

Concerning this study, it is important to remember that the null hypothesis must be rejected and the alternative hypothesis has a significant difference. In other words:

1. The null hypothesis (H0) assumes that there are no significant differences between the reading comprehension pre-test and post-test means.
2. The alternative hypothesis (H1) assumes that there are significant differences between the reading comprehension pre-test and post-test mean scores.

At this level of investigation, it is paramount to prove that the treatment used in the experiment, i.e. the use of film adaptations, in teaching reading significantly improve students' reading comprehension. To this end, the following procedures have been taken:

1. The independent sampled-test to check the research hypotheses.
2. 0.05 as a p-value, it refers to the fact that only 5% of the results occur by chance while 95% are certain. Small p-values mean that the null hypothesis is likely to be inaccurate. As long as it is small, its rejection is due.
3. Degree of freedom suitable for this T-test is $N+N$.

5.5 Conducting T-test with Microsoft Excel 2010

To calculate the t value in an accurate and correct way, the researcher opted for Microsoft Excel 2010 to provide such results. The following steps are followed to calculate the independent t-test for this experiment.

1. Introducing the data into Excel2010
2. Second, go to the Data button at the top of the Menu, select the Data Analysis button. After that, in the same window, select T-Test: Two Sample Assuming Unequal Variances option

3. As a next step, fill in the given dialogue box by selecting data from the sheet.
4. As a final step, the following table will be presented. It is worth noting that the version used is a French one. Therefore, the table of the obtained T- test results has been copied and translated into English for clearer analysis.

Table 5. T-Test: Two sample assuming unequal variances to compare both groups scores in reading comprehension pre-test-post-test

	Scores	Test Scores
Mean	9,97142857	15,8428571
Variance	15,8668067	4,55546218
Observations	35	35
Hypothesized Mean Difference	0	
df	52	
T Stat	7,68645004	
P(T<=t) One-tail	1,9975E-10	
t Critical one-tail	1,67468915	
P(T<=t) two-tail	3,9951E-10	
t Critical two-tail	2,00664681	

It can be seen from the data in table 5 that the obtained P value (two-tail) is 3, 9951E-10, this value is presented as such due to scientific notation. Note that 3,9951E-10 stands for 3, 9951 x 10¹⁰ i.e. 0.00000000039951. That is, it is much smaller than 0.05 (P- Value or $\alpha = 0.05$ the most common probability used as alpha level in statistical inference testing). Therefore, the result obtained from the reading comprehension post-test from the experimental group is more statistically significant than that of the control group. Explicitly, the null hypothesis is to be rejected and the alternative hypothesis is to be accepted.

6. Discussion



In the present research, it has been hypothesized that the students' reading comprehension would be enhanced if the film adaptation has been used in accordance with the reading material. This hypothesis has been tested by comparing the mean scores of the control group and the experimental group in the post-test. In the preliminary phase, when the means of the two groups are compared no significant difference in the performances of the two groups in the pre-test has been noticed. In other words, they were starting with a similar reading knowledge about the novel. After the treatment, a statistical analysis of an independent sample t-test was conducted to compare the scores of the two groups in the reading post-test. The results indicated that the t -observed (7,686) is highly greater than t -critical (2,006) at $p = 0.000 < 0.05$ for two tailed tests, it is unlikely that such results could have arisen by chance. The probability that the difference between the two means arose by chance is less than 0.05; this means that the researcher can be 95% sure of the obtained results significance. Therefore, the results yielded from the post-tests scores of both groups could indicate that the experimental group i.e. students who engaged with both the literary text and its film adaptation demonstrated enhanced reading comprehension over the course of the study, indicating that the improvement was probably a result of the instructional intervention.

Conversely, the control group participants, who received instruction through traditional reading methods, did not exhibit a statistically significant improvement in reading comprehension. Accordingly, one plausible explanation for these findings is that the film adaptation had a positive effect on the reading comprehension of third-year EFL students. In other words, filmic adaptations appear to facilitate the comprehension of written texts by providing learners with a clearer overall understanding of the content and context. Maine (2016) explained that readers exposed to films are more likely to grasp the storyline of the written version and acquire new vocabulary. In this

regard, Champoux (1999) argued that films serve as “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, it is worth noting that previous research has generally examined films in a broad sense, whereas the present study specifically focuses on film adaptations of literary texts.

The robust findings generated from the statistical analysis using Welch’s *t*-test support the conclusion that the use of film adaptations in reading classes is positively related to students’ reading comprehension scores. This was evidenced by the fact that the experimental group’s mean score outperformed that of the control group, with a *t*-statistic of 7.686 and a *p*-value of 0.000, which is below the 0.05 level of significance. In other words, there was a statistically significant difference between the groups’ scores in the reading post-test due to the intervention. As a result, the present findings align with the research hypothesis; that is, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted.

These findings are further supported by recent studies showing that engaging students in reading tasks through literature-based film fragments enhances their reading comprehension. Several scholars have emphasized that filmic adaptations provide learners with contextual visual support, which facilitates meaning construction, memory retention, and information recall (Gorjian & Mohammadi, 2024; Pezdek, Lehrer, & Simon, 1984). Similarly, Baek (2019) found that film-based reading classes improve comprehension and vocabulary acquisition by increasing students’ motivation and engagement. In the Algerian EFL context, Beloufa (2024) reported that using literary film adaptations in literature courses helped students grasp textual meaning more effectively and develop critical interpretive skills. In another Algerian case study conducted at Sidi Bel Abbès University, the integration of film adaptations into

literature classes with Master's-level students was found to enhance students' understanding of literary texts while also developing their analytical and critical reading skills. The study further reported that film-based instruction helped learners overcome several difficulties commonly associated with reading literary works (Hamimed, 2024). Beyond the Algerian setting, these findings align with broader pedagogical trends across North African EFL contexts. An exploratory practice study on *The Merchant of Venice* conducted at a Tunisian institute found that the use of film adaptation helped students overcome anxiety, reduce linguistic and cultural barriers, and increase their motivation and engagement with Shakespearean drama (Kortas, 2023). The study further suggests that visual and contextual cues enabled learners to approach complex literary texts with greater confidence and construct meaning more effectively, particularly when the language itself appeared challenging or unfamiliar.

Therefore, there is sufficient empirical evidence to conclude that integrating film adaptations into reading instruction has a positive and measurable effect on students' reading comprehension. While it cannot be asserted with absolute certainty that the observed differences between the two groups following the intervention were exclusively due to the intervention itself (Bryman & Cramer, 1994), the inclusion of a control group substantially strengthens the validity of this causal inference. As Bryman (2004) explains, "the presence of a control group enables us to eliminate... rival explanations [of a causal finding]" (p. 35). Hence, it is reasonable to conclude that the intervention, rather than any extraneous or uncontrolled variables, exerted the leading influence on the experimental group's performance. In view of that, Algerian EFL policy debates stress the need for integrated literary reading and strategy-based pedagogy to foster comprehension and critical awareness (Belal & Ouahmiche, 2021; Ouahmiche & Bouguebs, 2020).

7. Conclusion, Recommendations and Limitations

The present study, entitled “*From Text to Screen: The Role of Filmic Adaptation in Enhancing Algerian EFL Learners' Reading Comprehension*,” aimed to address persistent difficulties faced by Algerian EFL learners in comprehending literary texts. Rooted in observed challenges at the Department of English at Jijel University, the study empirically examined whether integrating filmic adaptations alongside literary texts could improve students' reading comprehension.

The statistical evidence from the Welch's t-test confirmed a significant improvement in the performance of the experimental group compared to the control group. These results indicate that the intervention had a measurable positive effect on learners' comprehension levels. Within the broader Algerian higher education context, these findings also highlight the need to reconsider the marginalisation of reading as an autonomous skill. Rather than being treated only as a vehicle for examination preparation, reading should be approached as a structured competence that requires explicit pedagogical attention.

Beyond statistical outcomes, the pedagogical implications of this study are particularly important. The findings suggest that film adaptations can be effectively integrated into EFL reading instruction to support comprehension, engagement, and interpretive skills. However, their effectiveness depends on structured and purposeful implementation rather than simple exposure to visual material.

In practical terms, teachers are encouraged to begin with a pre-reading stage that activates learners' background knowledge. This can include short predictive discussions, guiding questions related to themes, or introducing key vocabulary prior to reading the literary text. Such preparation helps students build initial schemata, which facilitates later comprehension when engaging with both textual and visual inputs.

During the while-reading and while-watching phase, it is more effective to alternate between segments of the literary text and corresponding film scenes rather than treating them separately. This parallel approach enables learners to establish meaningful connections between language and visual representation. Teachers can guide learners through focused tasks such as identifying differences between the text and film, tracking character development, and recognising key narrative events.

In the post-reading phase, structured activities should encourage deeper cognitive processing. These may include comparative discussions, reflective writing tasks, or group analysis of adaptation choices (such as what was added, omitted, or modified in the film version). Such tasks help shift learners from passive reception to active interpretation, thereby reinforcing critical thinking and analytical engagement.

Following the WRRW strategy applied in this study, the instructional sequence can be summarised as follows:

Step 1: Read (Initial Exposure)
Students read a selected section of the literary text to construct preliminary understanding.

Step 2: Watch (Visual Input)
Students view the corresponding film segment to reinforce comprehension through visual context.

Step 3: Read Again (Clarification Stage)
Students return to the text to refine understanding, notice overlooked details, and deepen interpretation.

Step 4: Reflect and Discuss
Students engage in guided discussion or writing tasks comparing both versions and evaluating meaning construction.

This cyclical process promotes repeated engagement with meaning across different modalities. From a multimodal literacy perspective, this strengthens comprehension by allowing learners to process information through both verbal and visual channels, leading to more durable understanding.

In the Algerian EFL context, where reading is often approached through examination-oriented practices, such an approach may help reposition reading as an active interpretive process rather than a passive decoding activity. Nevertheless, successful implementation requires adequate teacher preparation in multimodal pedagogy, careful selection of appropriate film materials aligned with learners' linguistic level, and sufficient classroom time to ensure guided interaction rather than superficial viewing.

Finally, the study has several limitations. Its findings are based on a relatively small sample from a single institution, which limits generalisability. In addition, the use of one literary text and its adaptation restricts the scope of interpretation across genres. Future research could expand the sample size, diversify literary materials, and explore longitudinal effects of film-based instruction across different Algerian universities. Such directions would not only strengthen the external validity of the findings but also contribute to building a more comprehensive understanding of how multimodal and film-based pedagogies function across different educational contexts.

Overall, this study contributes to ongoing discussions on multimodal literacy in EFL contexts by demonstrating that filmic adaptation, when pedagogically structured, can significantly enhance reading comprehension and learner engagement.

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