

KURDISH STUDENTS' ATTITUDES TOWARDS THE USE OF FILMS IN TEACHING LITERARY WORKS IN EFL CLASSROOM

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Abstract: The current study investigates Kurdish students' attitudes towards the use of films in teaching literary works at universities in the Kurdistan Region of Iraq. The study also highlights whether using films in teaching literary works is beneficial or not and what challenges are faced by them. The data were collected by using questionnaires and interviews from 60 students aged between 18-24 years old from both private and public universities. Out of 60 students, 15 were randomly chosen to be interviewed. Results show that some students consider teaching literary works using films is beneficial, as it encourages students to study and read more literary works and it also makes them actively interact with the content which helps them remember the events more effectively. However, the study also reveals that some Kurdish students consider teaching literary works using films is a waste of time, and this discourages interaction between students and their teacher. In addition, 'boredom' and 'language difficulty' are the other two major challenges faced by Kurdish students.

Keywords: EFL students; films; Kurdish students; literary works; teaching

INTRODUCTION

The use of film in teaching literature has become a common instrument in the classroom, perhaps primarily because it helps to understand the materials of the course. Each film uses a variety of ways of conveying the similar story of a literary text that can invigorate the process of education by bringing literature into real life (Bo, 2008).

Therefore, using films often provides a clear understanding of difficult concepts, or non-clear themes of the texts may have the capacity to visually communicate knowledge. Films can be commonly used to enhance the teaching of literary texts because they have the capability to enhance the learning level and have a significant impact on the minds of learners by involving them in literature courses (Ismaili, 2012). However, some teachers think that the use of films has a strong cognitive and emotional effect on learners (Berk, 2009). Muhammed (2013) states that films can be an engaging and motivating tool in learning literature and provide everyday language input to undergraduate students. Correspondingly, Stoica (2013) pointed out that films can also strengthen students' encouragement to grasp the knowledge in a much easier way.

However, using films with texts for undergraduate students might not be a means of silencing to distract students or a reward to the students who gain good marks. As mentioned by Johnson cited in Al-Shalabi (2011), a film can be a way to cover a coffee break, but it should be utilised as an active way of learning. The teacher and students might get involved in it by asking questions to be fully aware of every detail (Bo, 2008). This article discusses the benefits of using films and visual adaptations as a methodology in teaching literary works to English Foreign Language (EFL) learners at Kurdistan universities. When proven positive, it would change students' attitudes towards literary works, literature, and teachers' teaching practices. This study aims to find answers to the following research questions: 1). Do Kurdish students think it is beneficial to use films in literature classes?, 2). What are some positive and negative attitudes toward using films in literature classes?, and 3). What are the challenges students faced when they are taught literature through films?

LITERATURE REVIEW

The Use of Using Films in Teaching Literature: Vocabulary-related Benefits

The writing style of literary texts differs from one writer to another, depending on their background and culture. Students may find it difficult to read texts in a foreign language, thus impeding their knowledge of the text's cultural and historical context. Though acquiring the vocabulary of a foreign language might be a challenge for students, and it might involve a lot of repetition and practice to get used to it (Ismaili, 2012). According to Kalra (2017), the teaching methods followed by EFL countries are still the traditional ones which cause passiveness and boredom amongst students. Besides, classroom textbooks, using films or other audio-visual aids for language instruction is alternatively a useful option for improving the language, vocabulary, learning idioms and pronunciation of learners. Those audio-visual media can assist them in understanding and obtaining information quickly. Delvashi (2017) stated that educators could use movies in combination with text or before presenting text to learners of interest. When visual media is presented before the text is displayed, the students are more able to read visual pictures of a topic and are more encouraged to endure a challenging text. Yuksel and Tanriverdi (2009) believed that there is a difference between active (i.e. film) and passive (i.e. text) use of vocabulary. As well as describing the visual picture and verbal sign by linking film to icons and novel to symbols, Bo (2008) relates to 'the arbitrary connection between two things' as the term flower can be a flower symbol, while the flower picture is the flower icon showing a 'less arbitrary connection between the two.' He also mentioned that the image of the flower might well be closer than the flower as a word. Akbulut (2007, p.5) believes that "combining texts with visuals is more effective in facilitating vocabulary learning than providing only definitions of words."

Moreover, it may be challenging to comprehend the language of drama, such as the Shakespearean language through traditional reading alone. Some of the phrases may be unfamiliar to the reader, or

they may have a completely distinct meaning to understand the term. For instance, the term 'the duke is humour' (when Le Beau tells about Duke Fredrick in Shakespeare's *As You Like It*) and the reader may ask why such an individual could treat Orland so unpleasant. In fact, the term *humour* means moody, capricious, temperamental (Crystal quoted in Wells & Orlin 2003:68). Due to its effectiveness to share the unfamiliar vocabulary or context of the words "thee" and "thy" which means "you" as described in most of his works, films can be employed to understand the mobilised meaning or derived words in other Shakespearean drama languages (Wells & Orlin 2003).

Watching films may also be very helpful to capture the English language that promotes vocabulary acquisition (Yuksel & Tanriverdi, 2009). Some students may have faced difficulties reading a text through lines as many words are hidden or implicit in meaning (Crystal as quoted in Wells & Orlin, 2003). For example, Fitzgerald's description of the parties, where men and women were elegantly dressed, dancing, listening to jazz music, or wildly drinking (Stoica, 2013, p. 80), as follows:

'There was music from my neighbour's house through the summer nights. In his blue gardens, men and girls came and went like moths among the whisperings and the champagne and the stars. [...] while his station wagon scampered like a brisk yellow bug to meet all trains.'

It might sound challenging for EFL students because the used words here have different meanings from the literal meaning. The words *moth* and *bug* have been metaphorically used, while the meaning of each word individually refers to a kind of an insect. Another challenge is that "a storyteller pictures the meaning of what is read through his or her point of view" (Ismaili, 2012, p. 23). However, the meaning is made through the students' perceptions of a particular text in visual adaptations, which might negate the actual meaning and present a different message than that of the author of the text is received by the reader.

The Use of Using Films in Teaching Literature: Motivation, Recalling, and Prediction

The use of film materials might improve the motivation of students and provide them with various ways of input. The use of active learning in the classroom apart from traditional ways of reading textbooks can be more meaningful and so can the real world be presented in the classroom in a more vivid way (Bo, 2008). Films may assist learners to participate in emotions as they drive attention, activate the class environment as well as contextualize the conceptual thoughts based on history (Haney & Kuzma, 2001). They are capable of eliciting the learner's superficial or profound emotions such as eagerness, love, rage, sorrow, laughter, or even boredom (Berk, 2009). Moreover, films can offer the text a visual flavour that leads to a greater response from the students' end to visual texts, especially students who are unfamiliar with the classical literary terms based on the film's visual scene, performers or background music (Smith, 2009).

Teachers should, however, choose films for instructional purposes and goals rather than for sheer entertainment and without regard to content (Kaboocha, 2016). The film's sound can affect learners to be attentive and improves their understanding. It can be divided into three primary types: speech, music, and sound of which each can tell a story and present a visual image. In the genre of the novel, the writer describes the story in prose, whereas the film is multi-layered and more powerful than the text in describing real-life events. For example, watching and listening to these activities stirs emotions and motivates students to stay awake and pay more attention to the details of the film like in a ball scene in a novel with loud music, laughter, and dancing (Golden, 2001). According to Schulten (2011), it is possible to recognize dramas, action, or comedy films from the music that could assist learners to fully participate in the lecture. For better understanding, the use of music in the TV show *Northanger Abbey* displays the dramatic side of the novel, and if a piece of different kind music would have been chosen, it might give a different reinterpretation to the whole scene.

Active learning can enhance student memorization and knowledge retention, specifically for undergraduate, foreign speaker learners, making use of film next to the text is a good way to easily recall literature plots and information (Haney & Kuzma, 2001; Hoche, 2003 as quoted in Stoica, 2013). The use of film has a beneficial impact on learners because it enables them to use their brains on both sides as Berk (2009, p.3) described that "a video clip can engage both hemispheres. The left side processes the dialogue, plot, rhythm; the right side processes visual images, relationships, sound effects, melodies, and harmonic relationships", which can give students the ability to use and activate more than one sense that provides the ability to increase remembering and storing information in the long-term memory (Schacter, 1996 cited in Stoica 2013). Thus, as proposed by Haney & Kuzma (2001), using moving images, viewing of film actors, listening to the film's dialogues, music, and sound, learners can be emotionally involved to boost storage. Marten (1993, cited in Haney & Kuzma, 2001, p. 34) advised teachers to use active learning such as film in teaching processes as a completion with the textbooks, as it might 'engineer memorable events' that can help the retention of the information. Kabooha (2016) emphasises that it is essential to select suitable films in such a manner that they are not too complicated for the target students' level of comprehension and that the content should not be offensive to the learners.

Using Films in EFL Classes: The Disadvantages

Audio-visual aids, such as films, become more and more an integral and popular part of teaching. They are a more encouraging, entertaining, and an alternate medium of teaching English literary texts. One of the main drawbacks in the implementation of visual adaptations and films of literary texts in EFL classrooms as faced by the teachers is the technical issues like power blackouts, poor facilities, and equipment that discourage the teacher and students (Harmer, 2007).

According to Richards and Rodgers (2001), another disadvantage is the aspect of culture or religion as many students are

not aware or do not want to be exposed to the culture of the society, presented in those films. The films should be relevant to the targeted reader and their culture. Motivation is crucial in the process of learning a foreign language, and so this time-consuming process can become a distraction.

Film and literary analysis

There are many methods to analyse literature in teaching, such as characterisation by using film alongside text. Students may have to define each character in a literary text by finding out and analysing whether the character is the protagonist or the antagonist and knowing what is unique about each character, by concentrating on their actions, behaviour, feelings, physical appearance, ideas, and dialogue. Using films to show this aspect is significant as in a short time, students will be able to know more information about each character. The second aspect could be the use of symbols, such as in the short heroic novel by Hemingway *The Old Man and the Sea* which has a variety of symbolic meaning (Board of Studies NSW, 2003) in objects, colour, and characters, such as the use of the Marlin the sea creature, which might be the symbolizer of the ideal challenger the glory that Santiago catches which brings out the best of him, respect and courage. The third aspect might be the use of setting. It could be clearer in films to describe and analyse the time and place of an event than in the written texts (Stoica, 2013). Besides, students might encounter difficulties since the historical context and setting presented are unfamiliar to them (Ismaili, 2012). The fourth aspect could be the use of irony, which is a very strong challenge for students to understand in a text. In films, it is very unmistakable to see this, and an example of this could be the film adaptation of Barry Levinson's novel *Good Morning, Vietnam* which takes place during the war where the radio announcer in Vietnam plays the song 'What a Wonderful World' by Louis Armstrong. As he sings 'I see friends shaken hands' for instance, we see instead a group of protesters being beaten by the police and when he sings 'I see skies of blue and clouds of white' it shows in the background a dark cloud

formed by the explosion (Golden, 2001). Students might be able to analyse these aspects easily and more comprehensibly using both teaching techniques, namely using active learning 'film' and reading the text together.

METHOD

In this research, qualitative and quantitative approaches were utilised as research methods in order to gain more valid and reliable data. These methods were selected as they provide the research with more in-depth insights because the qualitative data might address some issues that may not be addressed by the quantitative data. It also allows the use of triangulation that validates the study's data (Verma & Mallick, 1999). Triangulation is defined by Cohen, Manion, and Morrison (2010, p.141) as "the use of two or more methods of data collection in the study of some aspect of human behaviour". In this research, triangulation is utilised by using a questionnaire and semi-structured interview methods in order to provide valid, accurate and reliable results.

Quantitative method (Questionnaire)

Quantitative methods are collecting data in the form number (Gilbert, 2001). The questionnaire was designed as a means of collecting as much data as possible about the attitudes and opinions of students. It is asserted that the questionnaire must be built based on the title, aims, and objectives of the research. The questionnaire is described as the written tool that contains statements or questions to be answered by the participants by choosing from options or writing answers provided in the questionnaire (Brown, 2001). There are many reasons for utilising this data collection tool. The first reason is that it can provide the researcher with the essential data about the subject that needs to be investigated with "low cost in terms of both time and money" (Gray, 2007, p.188). The second reason is the anonymity of participants' identity and collected information which might lead to more accurate results (Scott & Usher, 2011). Furthermore, the ability to

ask as many questions as the researcher needs to cover the objectives of the research in no time.

The questionnaire was constructed electronically using an online website (survey monkey). Therefore the link was sent to the students through the use of Facebook, emails, and Google classroom as the majority of the participants were from different cities. Students were asked to fill it in as soon as possible and the responses were sent to the website account of the researcher. The survey was designed for 80 Kurdish learners in four public and two private universities in the Kurdistan region of Iraq. Seventy-three were returned. However, 13 of them were not taught literary works through films. Therefore, only 60 questionnaires were left and used in conducting this research study. The questionnaire involved close-ended questions in the form of a checklist and was thoroughly chosen, as the close-ended questions usually provide uniform data and make the questionnaire quicker and easier to fill in (Brown, 2001). The first two parts of the questionnaire investigate students' positive and negative attitudes about using films in teaching literature. The third section was devoted to the challenges faced by students while being taught literary works through films. In this part of the questionnaire, six positive and negative points about using films were listed, and participants were asked to select only three of each. This point could be very crucial as it might change the teachers' perception towards the usage of films in teaching literature.

Qualitative method (Interviews)

Qualitative research is defined as the collection of data without the use of figures (Punch, 2009). The semi-structured interview is utilised in this paper. Interviews were conducted as another necessary tool for gathering data for this study. As Neuman (2003) points out, the interview is the most effective method used in educational research. It is chosen as it enables the research to gain deeper insight and authenticity to the subject (Cohen et al., 2007).

Semi-structured interviews were utilised in this study because they are proven to be an efficient tool in dealing with questions related

to personal attitudes, feelings, and perceptions of the contributors about a particular case (Anderson, 2004). Another reason is that the questions are flexible in semi-structured interviews, and the researcher can ask questions without considering their orders (O'Leary, 2010). Fifteen interviews were carried out with different students from different universities. These were selected randomly from the 60 respondents contributed to filling in the questionnaire. Appointments were arranged based on their availability. Each interview lasted about 15 to 20 minutes. The interviews were conducted via Skype calls and were audio-recorded and afterward transcribed. The English language was used in the interviews, and no translation was undertaken as the interviewees understood the questions clearly because they were students in the English language departments. They were able to speak in English. The interview included a number of open-ended questions resembling the questionnaire items which were specifically designed to investigate students' attitudes towards the usage of films in teaching literary works. The students were asked to review the questions before the interview begins. They were also informed that they had the right to withdraw, in case of feeling uncomfortable with answering any questions.

Sampling

Sampling is very crucial in conducting a study, as it has a huge impact on the validity and reliability of the research data and results, and hence the conclusions drawn from them. Therefore, researchers should focus on who or what is studied (Cohen et al., 2007). In addition, Traverse (2001) claims that the sample amount depends on the researcher's provided time scale. Thus, a total number of 80 participants, from different universities in Kurdistan in English Language departments only were chosen, because the time scale for this study is limited and does not allow for a larger number of participants. However, only 60 of the responses were fully completed as they were taught literary works using films. Their level is pre-intermediate and intermediate in English. Moreover, out of a total of

60 participants, 15 were randomly chosen for interview purposes. The participants were undergraduate students in the department of English language. Their ages are between (18- 24). These participants were selected as they have been taught literary subjects using films as a teaching aid. Thus, the sort of sampling is purposive because the students have already been taught through the same method, which is using films in teaching literature. As Punch (2009) argues the purposive sampling is choosing the sample based on particular characteristics of a population.

FINDINGS

This part presents the main results reached in this study. It is worth stating that the results in this section follow the same arrangement of the questions in both data collection instruments.

Kurdish Students Perceived Usefulness on Films in Literature Classes

As it is shown below, figure (1) shows students' opinions about whether or not using film in teaching literary works is beneficial or ineffective. As it is apparent in the figure, out of 60 participants, 50 (90%) of them stated that using films in teaching literary works is beneficial. All the 15 interviewed participants were asked the same question of whether or not it is useful to use films in teaching literary works at English departments in Kurdistan universities, astonishingly 14 out of 15 interviewed ones were positive about this point. Student GFN stated that

“it is a must that teachers use films when they teach any literary work because it provides students with another teaching style to make use of”.

Moreover, another participant from the University of Salahaldin who preferred to have (SSS) as a reference symbol said that

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“no matter how we are taught these literary works, it is always effective to see the characters and live the story”.

Another participant from the University of Sulaimaniya purported that

“every literature teacher should do this because it exposes us to the real language which we rarely listen to at the university”.

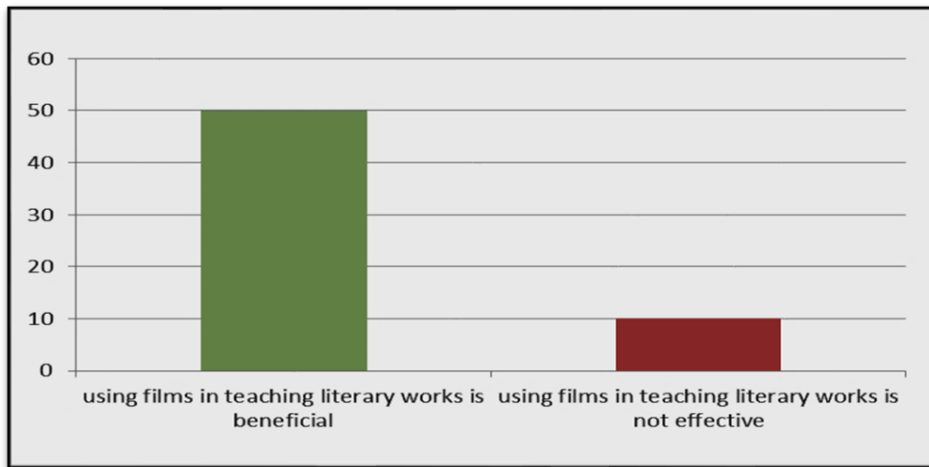


Figure 1. Attitudes concerning whether or not using films in teaching literary works are beneficial

Positive and Negative Attitudes toward Using Films in Literature Classes

Figure 2 presents the positive aspects of using films in teaching literary works according to the participants of the study. Participants were asked to select three options out of seven positive listed options. As it is clear in the figure, the three top positive aspects selected are: ‘Using films in teaching literary works encourages me to study and read more literary works’, ‘Makes me actively interact with the content which helps me remember the events more effectively’, and ‘Makes me easily understand the content of the literary work’.

The top positive point was that ‘using films in teaching literary works encourages me to study and read more literary works’. Collectively, (44%) of the students chose this point as the top positive point. Another positive point selected which gained the favour of 35% of the students was that ‘Using films in teaching literary works makes me actively interact with the content which helps me remember the events more effectively’. Interestingly, the third top positive point selected by the participants of the study was that ‘Using films in teaching literary works makes me easily understand the content of the literary work’. This had the favour of (13%) of the participants of the study.

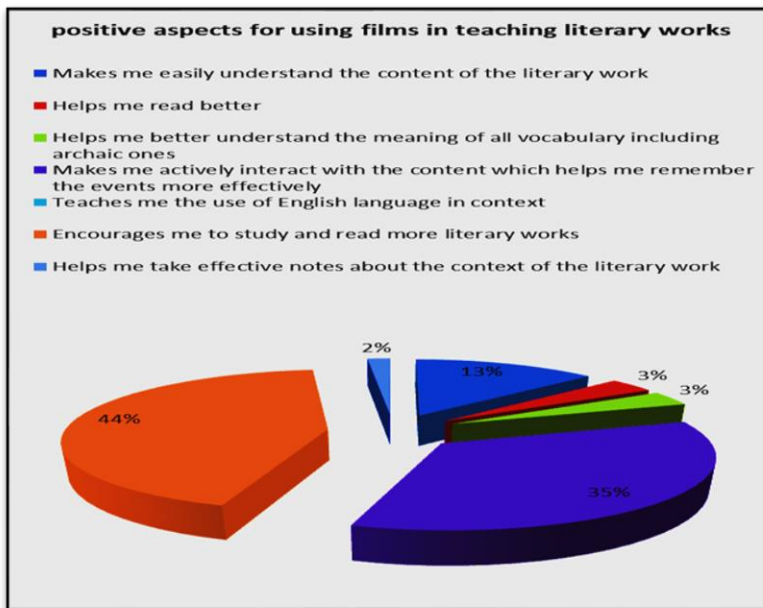


Figure 2. Positive aspects of using films in teaching literary works

With regards to the same selected positive aspects above, the majority of the interviewed participants stressed the point that says ‘Using films in teaching literary works makes me easily understand the content of the literary work’ which was chosen by (13%) of the participants of the study. Participants had different reasons to agree on

this. Some of them stated that this makes it easier for us to grasp the content and easily understand it. Some others argued that by watching the story, we understand about 60% of it and the other 40% is understood through reading the text.

One of the students who named himself (EDS) from the University of Duhok stated that:

'the more teaching facilities and learning aids used, the better students understand.'

A student from Zakho University said that:

"When I watch the film of a particular literary work, I do not need a dictionary to understand the whole words because I remember the events as they have been stored visually in my mind".

Interestingly, after they have been shown the list of positive aspects, the interviewees highlighted the second positive point, which is exactly the second point selected by all the participants of the questionnaire. The point says 'Using films in teaching literary works makes me actively interact with the content, which helps me remember the events more effectively'. An interviewee from Sulaimaniya University stated that:

"I believe that the majority of the students love to watch films or documentaries related to what they study in literature. This better fosters their remembrance of the events and makes them do well in their exams concerning the details of the works."

Another interviewee from Halabja university believed that interacting with the teacher after the film has been watched could help both the teachers and the students highlight the main aspects throughout the discussion that might occur later on. This makes it easier for the students to focus on the crucial points of the text and leave out the unimportant ones.

Figure (3) displays the negative aspects selected by the participants of the questionnaire. The most agreed on aspects were “using films in teaching literary works is a waste of time”, and “it discourages the interaction between the teacher and the students”. These two negative aspects topped the list of the negative aspects of using films in teaching literary works with a percentage of 28% both. This was followed by the aspects that say: “it embarrasses me as it includes unsolicited content”, and “uses some difficult vocabulary which makes it difficult for me to understand”. Each of these aspects had a percentage of 14%. This means that the majority of the students do not go with these as being crucial negative aspects of using films in teaching literary works. The rest of the aspects were very low in percentage (6%) and (5%) as it is demonstrated in figure 3.

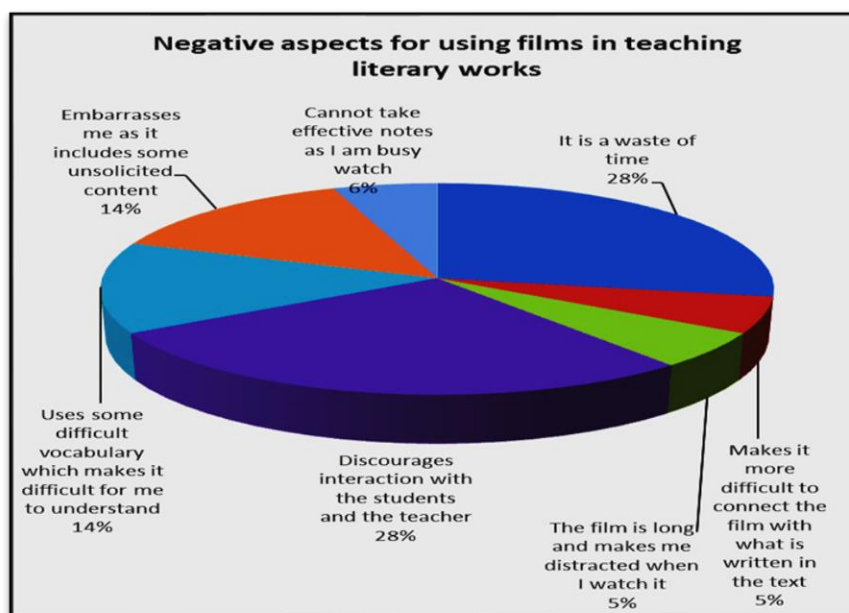


Figure 3. Negative aspects of using films in teaching literary works

The majority of the interviewed students were very hesitant to answer the question of whether or not there are any negative aspects of using film in teaching literary works at English departments of the universities of the Kurdistan region of Iraq. Different arguments were

presented by the interviewed students who confirm the results displayed in figure (3).

An interviewed student from Sulaimaiya university stated that:

"I can't see any negative aspects in using a teaching aid for the purpose of enhancing the students' learning and critical thinking skills".

Concerning the same point, student (EDS) from Duhok university said that:

"it should be made clear that the benefits of using films overwhelm the drawbacks or negative effects of it. This is because it facilitates students' learning and makes the content of the literary work easier to understand".

Another from Salahaldin university claimed that:

"Interaction becomes weak during the presentation period which influences the level of understanding and perception of the students regarding the content of the literary work."

Considering the above comments, it becomes apparent that students collectively agree that the benefits of using films in teaching literary works overwhelm their disadvantages.

Challenges Students Encountered during Literature Studies through Films

The last part of the questionnaire and the last question in the interview schedule were devoted to asking the participating students about the challenges they face when they are taught literary works using films.

As can be seen in figure (4), the factor of 'boredom' has topped the list of the challenges with (39%). This was followed by the factor of 'language difficulty'. This had the agreement of (35%) of the participants. 'Religious issues' and 'technical problems' were very

close to each other as challenging factors with (9%) and (8%) respectively. The figure also shows that the factor of 'embarrassment' had the favour of (6%) of the participants and finally the teacher's role in clarifying the content and the scenes played was not very crucial as it gained the favour of only (3%) of the participating students (no clarification).

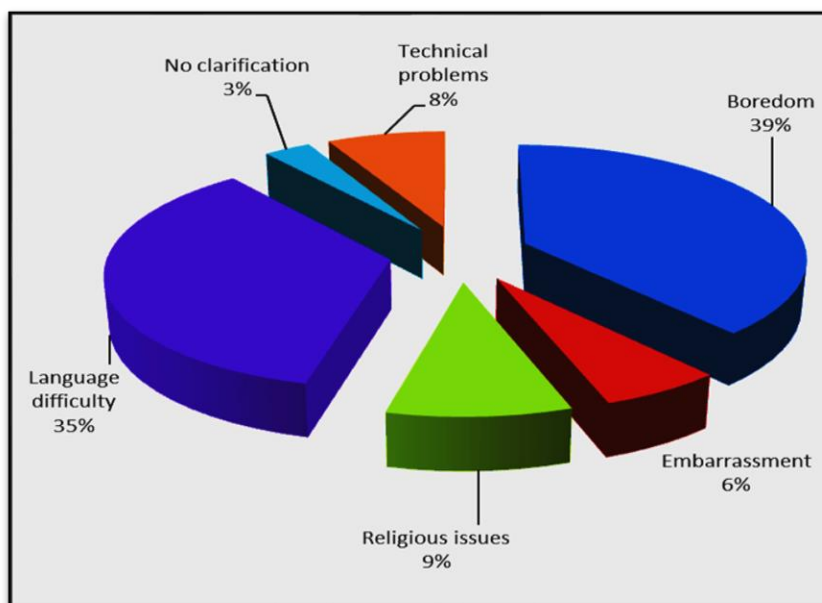


Figure 4. Challenging factors faced by students when taught literary works through the use of films

Just like the questionnaire, out of six challenging factors interviewed students highlighted only two. The number one highest stressed factor was the 'technical issues'. A perceptible number of students agreed that this problem is crucial because of the instability of the electricity, which leads to distraction of ideas which in turn affects the level of students' comprehension of the content.

An interviewed student from Duhok University stated that:

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“the university should always be provided with a stable line of power as it is the only establishment to provide the society with novel studies and findings.”

Another from Sulaimaniya university agreed with the one from Duhok university and said that:

“We are in the 21st century, and it is really embarrassing to face such problems like cut in power: the universities should be provided with a direct power line from the source.”

The above two comments speak for all the interviewed students. They all agreed that it is problematic not to have an uninterrupted power line for the university during the normal study hours because it tremendously affects the process of teaching and learning.

The second challenging factor emphasised by some interviewed students was 'boredom'. This result was in line with the results gained from the questionnaire. However, students arguments were centred around the fact that they were not allowed to bring in refreshments such as chips and fizzy drinks which is not normally allowed inside the classroom:

“it is boring to watch a film and not to eat or drink anything.”
“not being allowed to bring in refreshments made it boring for me to watch the film to the end.”

With regards to the overall evaluation of the above factors, it can be induced that none of the challenging factors was very critical in terms of negatively affecting students' overall comprehension of the content of the literary work. However, factors like 'boredom', 'language difficulty', and 'technical problems' should be taken into consideration, when using films as a teaching aid, to enhance the students' comprehension of literary works.

DISCUSSION

The majority of Kurdish students at English departments believe that it is crucial and beneficial to use films when teaching literary works at English departments due to several reasons. This result is in agreement with Kalra (2017); Delvashi (2017); and Bo (2008) who assumed that using films and visual aids in teaching literary works helps students learn vocabulary, the language in context, and makes clear for the students the reference shapes are used to present. This makes it crucial for students to improve their overall English language because language is meaning-making (Scrivener, 2011). There are two major reasons for the positive attitudes of Kurdish students towards using film in teaching literary works. Firstly, films encourage them to study and read more literary works. Secondly, films make them actively interact with the content, which helps them retain events more effectively'. In terms of the above two aspects, Hoche, (2003, as cited in Stoica, 2013 and Haney & Kuzma, 2001) in his study reached the same result that through using films students become actively involved in the learning process which improves their memorisation skills and the retention of the knowledge. Therefore, using films in teaching literary works is believed to be crucial in retaining information regarding the literary works for a long time which helps students do well in their daily activities and their tests alike.

As for students' encouragement to read and study more literary works, it could be argued that Kurdish students just like a typical eastern mentality who tend not to love reading. Hence, it makes them feel a deep sense of lacking knowledge of literary works even after they graduate. Harmer (2007) states that teachers should utilise whatever is necessary to make their students love their classes and make use of them. This result goes in line with the result reached by (Haney & Kuzma, 2001) who encourage teachers to employ different teaching practices to help students love to study more and read extensively.

With regard to the negative aspects of using films in teaching literary works, the results show that because the majority of the

students positively evaluated their usage which is why the highest negative aspect was given a percentage of only (28%). Smith (2009) states that because of their crucial effect, films give a very special flavour to the literary work, which eliminates the vagueness that makes it difficult for students to understand the content. In line with this, the majority of the interviewed students felt that it is not appropriate to negatively evaluate a type of teaching facility that has a positive effect on the process of learning.

However, still, no teaching style, approach, method, or strategy can be free of challenges (Nunan, 2004). Therefore, even if the usage of the highest quality products is employed, students will still face some challenges. The 'language' and 'boredom' challenges are the top ones amongst the challenging factors. Ur (1996) stated that when there is a long period of silence in the class, it turns into a very boring place. Therefore, she states that teachers should not leave any space for boredom inside the class. With regard to the language, this study agrees with that of (Ismaili 2012). He states that the use of difficult literary references and terms might make it difficult for students to follow and comprehend the content of the literary work.

CONCLUSION AND RECOMMENDATIONS

In view of the above results and findings, it is concluded that the majority of Kurdish students of English departments at universities in the Kurdistan region of Iraq believe it is very beneficial to use films in teaching literary works. This study also concludes that Kurdish students agree that using films as visual aids in teaching literary works encourages them to study and read more literary works. Those aids make them actively interact with the text and help them remember the major events of the literary work, which in turn helps them do well in their daily activities and participation alongside their tests.

The current study also reveals that because they positively evaluated the usage of films in teaching literary works, Kurdish students think that using films in teaching literary works does not have crucial negative effects. However, 'waste of time' and 'discourages

interaction in the class' could be the only minor issues that students are worried about when they are taught literary works throughout films. Finally, regarding the challenges faced by students when they are taught literary works throughout using films, this study concludes that 'language difficulty' and 'boredom' are the crucial challenges for students as they are taught literary works using films.

Therefore, based on the above conclusions, the following recommendations are worth considering:

1. Literature teachers are recommended to use films and other visual aids when teaching literary works because of the above findings.
2. Literature teachers are also advised to use suitable films with the literary work they are trying to teach in terms of language. They should also interact with the students at intervals to help students be active listeners.

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