Lights, Camera, Action! : Exploring the Use of Films in Interpreting Literary Texts

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Abstract

The study explored the lived experiences of college literature teachers who used films as tools in interpreting literary texts. For their positive stance, it revealed that films promote students' active engagement, aid comprehension, and add visual contexts. On the other hand, the results also disclosed that films have modifications from literary texts, possess violent and frivolous themes, have physical barriers and can affect students' communication problem. To address these negative experiences, the participants suggested to compare and contrast the film with the literary text, to bridge the gap between the text and the film, to embrace the students' ideas, to maneuver physical barriers and to give precautions on the content of the film. The study hoped that the literature teachers must set objective-driven film viewing, guarantee film accuracy, availability of source materials, consider quality films, promote social awareness and values, and enhance language and critical thinking skills among students. Moreover, the study implies that the teachers must ensure that the students are well-directed and guided on the purpose of viewing the film through giving objectives and safeguarding the accuracy on the content between the literary text and the film. Based on the results, it can be suggested to conduct this study to students to also gather their experiences on using films in interpreting the literary texts.

Keywords: literary texts, films, phenomenology, college literature teachers, Philippines

Introduction

My own journey of being a literature teacher is always accompanied with the fear of my class not meeting today's standard with the digital native learners who see literature as traditionally stagnant and boring lectures of stories in books, that is, in adversary to their nature of always expecting something new and interactive to learn with. Professor Albert Mehrabian (1939) as cited by Johnson & McDonald (2007) asserted that students take in information 55 percent in visual and only 7 percent in text. Moreover, Fife (1999) mentioned that learners do share a cultural literacy, not from books, but from movies and television. It is evident that the learners of today are influenced by society's most popular art form: the film. He also stated that learners today seem more comfortable with visual representations than with literary texts, and learners seem to read very little and re-read even less. It is thus important that teachers need to adapt to these influences and apply methods of education that will enhance the learning experiences for learners.

In addition, Mackean (2006) states that watching the movie can help in getting to know the core of a work quickly and enjoyably. A film brings a book's characters, setting and action to life in front of our eyes and can show the essentials of a story which might take readers weeks to read. With this, it can be said that the students' viewing do play a vital role in the retention of their knowledge which entails giving attention to facts and relationships, inferences and critical analysis. This only shows that teachers need to seek out the best practice in the use of technology so that the digital divide between teachers and learners can be bridged.

However, many teachers refuse or do not have the knowledge and training to use multimedia (film technology) effectively in the classroom. There is also the possibility that learners, and teachers, might misuse films when studying literature. Some teachers might only show the film and not discuss

the literature text as such with the learners. Some learners might try to watch the film only and ignore reading the literature text itself (Olivier, 2009). My reflection brought me to explore the possible strengths and difficulties of the literature teachers on using motion media, specifically the film, as one of the emerging tools in interpreting printed texts as to meet halfway with the interest of the students and what literature could offer.

Objective/Purpose of the Study

The purpose of this phenomenological study was to explore the lived experiences of the literature teachers in using the films in interpreting the literary texts and in understanding its benefits and challenges upon using it in literature classes at St. Mary's College of Tagum, Inc., UM Tagum College and St. Thomas More College.

Research Questions

This study explored the lived experiences of the literature teachers in using films in interpreting the literary texts and understood its benefits and challenges upon using it by the teacher in literature classes. Therefore, the research questions are:
1.   What are the lived experiences of literature teachers in relation to the use of films in interpreting literary texts?;
2.   How do literature teachers address the varied experiences in using the film?; and
3.   What are the hopes and aspirations of the literature teachers relative to the use of film in interpreting literary texts?

Theoretical Lens

This study is hinged on the concept of Roberts (2005) as cited by Olivier (2009) who states that the film, as a form of motion media, provides a way in to the difficulties of narrative that, for some learners may be less available if approached by the written word. Film is thus invaluable to teachers and not only can improve literacy development but, for some learners, the use of the moving image can also raise their accomplishment in literacy. He also mentions that films are available to all, regardless of gender or academic ability.

Moreover, he also cites that, by watching carefully, films can lead to in-depth work and discussion on areas such as genre, narrative structure, the role of the narrator, characterization, opening sequences, story settings and themes. The close attention will then inform students their own story writing, written work, evaluation and analysis.

In addition, film presents important data through visual and auditory modalities, adding a complexity and an important dimension not found in the written text. Film is a medium that offers a vignette of real life when used in conjunction with traditional text and other forms of representation, film's ability to mimic real life stimuli and situations can add yet another important dimension to the classroom (Lieberman, 2002).

On the other hand, on the part that deals mainly with isolating particular skills, teachers want active readers to possess and demonstrates how they can be introduced and practiced with film and then transferred to the written text. Golden (2001) states that what makes direct links between film and literary study is by addressing "reading strategies" (e.g., predicting, responding, questioning, and storyboarding) and key aspects of textual analysis.

Methodology

In this study, I am concerned to explore the lived experiences of the literature teachers on the use of film as an instructional tool in interpreting the literary texts among the students in their literature classes along on its benefits and challenges encountered. Hence, the data was obtained from the participants' in-depth interviews. Moreover, I used qualitative research in conducting this study because I believe this could help me discover concepts and prove some theories that other

researchers hypothesized. Since this study focused on using film, qualitative approach, specifically phenomenology is appropriate to use for it, since it describes and understands the essence of the experience of the participants as what Creswell and Plano- Clark (2004) have stated.

Since this study employed qualitative research specifically phenomenology, Creswell and Plano – Clark (2004) recommends to have long interviews with up to ten (10) people for the data collection. Moreover, the selection criteria were utilized. This is a process of selecting research participants in which the criteria and number of people included in the study are predetermined (Mack et al. 2005). The selection was done through the help of their heads from their department. The data for this study were primarily taken from the audio-recorded in-depth interviews of the 10 college literature teachers. The data collection was done in St. Mary's College of Tagum, Inc., UM Tagum College and St. Thomas More College. These were the schools where the participants were employed.

Moreover, to evaluate the worth of the study, Lincoln and Guba (1985) as cited by Cohen and Crabtree (2008) stated that trustworthiness of a research study is important. In this inquiry, trustworthiness was kept through varied strategies including the credibility, transferability, dependability and confirmability.

Additionally, ethical consideration was also observed assuring the participants that their identity would not be disclosed throughout the study by assigning them aliases, codes, or numbers (Gleshne & Peshkin, 1992).

Literature Review

At the advent of technology, films have played significant role of being a helping tool to enrich the students' interest towards literary texts. The following literatures gave support on the advantages on the use of films.

On the point that the film can promote students' active engagement, Lieberman (2002) stressed that the notion of active and passive learning refers to the learner's level of engagement with the material at hand. Accordingly, viewing films or film clips may, on the surface and occasionally in reality, appear to be a primarily passive act. However, it was suggested that the use of film in the classroom promotes active, rather than passive student learning. Film is seen as a potentially powerful educational tool though some are originally produces for entertainment and/or commercial ends. Additionally, a film possesses the power of any well-designed interactive classroom activity or independent hands-on assignment, and offers a potentially strong immersive quality, comfortable familiarity, and increased potential for motivation and interest that are inherent in few other academic tools.

Moreover, film can also be an aid for comprehension. Fife (1999) states that learners today seem more comfortable with visual representations than with literary texts and learners seem to read very little and re-read even less. It is thus important that teachers need to adapt to these influences and apply methods of education that will enhance the learning experiences for learners.

Additionally, film is also seen that can add visual context. This was supported by Roberts (2005) who stated that learners are already visually literate before they start school, as the boom industry in videos for toddlers and pre-school children confirms. This knowledge can be used to expand oratory skills in the classroom by getting children to talk about a film or clip. He also mentions that, by watching carefully, selected clips from films at the beginning of literacy hour can lead to in-depth work and discussion on areas such as genre, narrative structure, the role of the narrator, characterization, opening sequences, story settings and themes. The close attention which children are happy to give to film clips will then inform their own story writing, written work, evaluation and analysis.

Further, the teachers positively agreed that students respond better to the film as a visual text, especially when teachers use contemporary films from the popular culture. Moreover, for students who

are unfamiliar with the terms which are used in classical literature, the film can add visual context which helps make understanding the story easier on students according to Smith (2009).

Therefore, films are useful tools in stimulating the students' understanding of the literary texts accompanied with its visual and moving images and audio. Lieberman (2002) also strengthens the idea of: Thinking begins with sensory input. He stressed that the human brain is well designed to process all forms of sensory input, including visual images, sound and music, touch and video sequences. Yet most of what is taught in school requires only an ability to perceive auditory and print input.

Aside from the benefit of adding visual contexts among students, Smith (2009) has also emphasized that a film is like any other text and lends itself to rich discussion and analysis like a written text does. The response and communication evoked by teaching films that way comes in very detailed and lengthy writings by the students in response journals. The engagement of the film helps to get their minds working and keeps them actively involved in the learning process.

Despite of the gains that we can get with the use of films, it has also its drawbacks. As stated by Muller (nd), due to the film's length and also because analyzing film requires a high level of focused concentration teachers can opt to show only select clips from the film in twenty- to thirty-minute segments. They can select scenes appropriate to the particular literary theory being studied. This way, teachers can choose which scene(s) to show and have plenty of class time remaining to discuss the clip, rewinding to review key shots.

Because of the film's length—and also because analyzing film requires a high level of focused concentration—teachers can opt to show only select clips from the film in twenty- to thirty-minute segments. They can select scenes appropriate to the particular literary theory being studied. This way, teachers can choose which scene(s) to show and have plenty of class time remaining to discuss the clip, rewinding to review key shots (Muller).

Furthermore, films can also be destructing when it possess violent or frivolous themes. Vetrie (2004) draws a comparison between the popular and so-called 'frivolous' films which are popular with students today, and the violent classical drama and literature that teachers have been teaching for decades. What makes them different from one another other than the fact that one is contemporary and popular and the other is canon. He additionally stated that it doesn't sneer at the classics of course; rather he finds it regrettable that more students are not interested in them voluntarily, but he also states that when you have a medium that is popular and can find ways to use it to teach the same ideas and processes.

Moreover, there are also other factors that disrupt the concentration of the students upon film viewing which may include some physical barriers. Film and video, however, have been used very little in English teaching for over a generation. The reasons for this exclusion of the moving image from mainstream English are several: the lack of facilities to show films at school; a less than coherent account of how development in moving image education takes place; and an ignorance among English teachers about the nature and application of the moving image. The principal reason, however, is probably that the majority of English teachers still see themselves as working within a personal growth/literary paradigm (Goodwyn, 2004).

To add up on the list of the negative experiences upon the use of films, the problem on the students' communication has been raised. Learners should use language in situations that require them to interact and communicate real feelings, ideas and information for real purposes. This can include activities where there is an information gap: different groups of learners have different information that they need to share to achieve a common goal (DOE, 2008).

In the global information and -knowledge society of today, the ability to communicate competently in all media, as well as to access, analyze and evaluate the influence of images, words and sounds which are an important part of the existing media culture, is a fundamental skill every young citizen should demand (Varis, 2000).

Technology has allowed individuals to gain, accumulate, analyze, and communicate information in more detail and at a much faster rate than ever before possible. Newby et al. (2006:12)

mention that one outcome of this is the ever-increasing claim on education to help all learners acquire higher-level skills that allow them to analyze, make decisions, and solve 'real-world' problems more effortlessly.

Despite of this, some authors have also seen that films can also enhance the students' communication skills. Accordingly, a single film-clip can be employed as the foundation for English skills practice: listening, speaking, vocabulary, pronunciation (Sommer, 2001). By making use of films in the English classroom, students can enhance their vocabulary awareness and they can even make their pronunciation and intonation much better (Curtis, 2007).

In addition to this, Jeng, Wang, & Huang (2009) as cited by Khan (2015) emphasize that films can bring variety and flexibility to the language classroom by broadening the choice of teaching techniques and resources, aiding students to develop communicative skills. For instance, an entire film or part could be used to practice listening and reading, and as a device for speaking and writing.

Films also offer English language teachers with a good opportunity to bring in local themes, natural discourse, and cultural information (Curtis, 2007). They are an ideal way of engaging the students and being advantageous in second language learning at the same time, and teachers could go back over particular clips of the film to give attention to specific phrases or expressions (Goldstein & Driver, 2014). Films are accordingly a fun way for students to relax/unwind and learn all at the same time. Not to mention, by bringing popular films into ESL lessons, English teachers, could guide students how they can learn from and practice English when watching films in their own time (Sherman, 2003). However, motivation is amongst the most crucial factors in considering effective second-language acquisition as mentioned by Liversidge (2000). Films are inclusive piece of students' lives today so it makes perfect sense to integrate them into the language classroom. Film, as a motivator, additionally renders the language learning process a lot more enjoyable and entertaining.

While in films, figures and narration location is served directly to viewers through a visual creation, in literature it is a pre-condition to express these through detailed imagery. Whereas a film frame converts a fictional text directly to a visual element directly and drags the audience to the current of plotline ceaseless, written work allows reader to animate events in the world of his/her own by making a gap between descriptions (Poppe, 2007). Therefore it must be considered that factors such as keeping alive reader's fantasy world with literary text continually and descriptive power of writer lose power with narration through film.

Poppe (2007) also stated that an adaptation which is entirely independent from work has a different character, place and time and creates a new story on its own and acquired only by inspiration can bruise the bond which needs to be established with work. in conjunction to providing a minimalization of misperception of adaptation movies which seem like a translation in terms of both fiction and narrative, there is also a chance of presenting student a different output in a topic like intertextuality.

Bottoms (2001) stressed that "something essential disappeared or was distorted" in the adaptation and she worries that students who watch the animated shorts will undoubtedly miss the important nuances of the text instead of reading the plays as they were originally.

The class read the book before viewing the film. Students were asked to identify the differences between the book and movie. They were then asked to tell why they thought the changes had been made and to evaluate the effectiveness of the changes. The students had no difficulty identifying the changes, but had difficulty explaining reasons why the changes might have been made.

According to Bousted and Ozturk (2004), so many of the students expressed difficulty in the reading. Some found it to be very slow paced while others were put off by the enormous amount of detail Eliot placed in the pages. Later, following the film viewing, the students noted that many of the elements of the novel did not translate as well to the film and that some of the characters were not as they had envisioned. "These perceived differences highlighted the importance of the use of contrasting examples of narrative to illustrate the particularities of each. The deficiencies of the film prompted a much closer scrutiny of sections of text which had previously been skimmed over because the students

felt that they did not drive the narrative forward. The interplay between the film and the text was crucial: the weaknesses of the film version drew us back into the text, and vice versa.

On the other hand, Lorenz (1998) frankly states that "No wonder students don't like it" when teachers keep foisting upon them the old, classical view of Shakespeare while not offering them anything contemporary that they can relate to.

Indeed, Herman Melville's full text is too lengthy and difficult to fit practically in most curricula, and teachers often opt to show a film version in lieu of reading the entire text (Muller, nd).

Until quite lately, it was difficult to find pedagogically relevant film resources to help students improve their language through watching films, and teachers had to devote countless hours developing their own teaching resources (Keddie, 2014).

Some teachers simply insert the video into the device and let the television do all the teaching, rather than preparing the students for the viewing with a scaffolding device and then following up with a discussion period (Smith, 2009).

The use of media in general, and film in particular, could serve as a potent instructional tool in teaching literature. While film possesses inherent qualities that make it uniquely suitable for use in classrooms, some of these qualities may create problems unless they are carefully monitored.

Findings

Table 1

Lived Experiences of Literature Teachers in Relation to the Use of Films in Interpreting Literary Texts	
POSITIVE EXPERIENCES	• Promotes Students' Active Engagement
	• Aids Comprehension
	• Adds Visual Context
NEGATIVE EXPERIENCES	• Modifications on the Film from Literary Texts
	• Films Possessing Violent or Frivolous Themes
	• Physical Film Barriers
	• Students' Communication Problem

Table 2
Addressing the Varied Experiences of Literature Teachers in Using the Film

• Comparing and Contrasting the Film and Literary Text
• Bridging the Gap
• Embracing Students' Ideas
• Maneuvering Physical Barriers
• Giving Precautions

Table 3
The Hopes and Aspirations of the Literature Teachers Relative to the Use of Films in Interpreting Literary Texts

• Objective-Driven Film Viewing
• Film Accuracy
• Availability of Source Materials
• Considering Quality Films
• Promote Social Awareness and Values
• Enhance Language and Critical Thinking Skills

Discussion

Lived Experiences of Literature Teachers in Relation to the Use of Films in Interpreting Literary Texts

On the lived experiences of literature teachers in relation to the use of films in interpreting literary texts, the themes emerged were classified as the positive experiences of the participants such as it promotes students' active engagement, aids comprehension and adds visual contexts; and the participants' negative experiences such as modifications on the film from the literary texts, films possessing violent or frivolous themes, physical barriers and students' communication problem.

Promotes Students' Active Engagement. The students' active engagement on the use of film as they interpret the literary text became evident when they were able to dwell deeper with the text, became more interested and motivated because of the films' animations, audio and visual effects.

Aids Comprehension. In today's generation of learners, they tend to prefer watching the film rather than reading the whole literary text. However, it was seen that students were able to grasp the core ideas and the significant scenes relevant to their understanding of the film which represents the literary text.

Adds Visual Context. Film provides a way in to the difficulties of narrative that, for some learners, may be less available if approached by the written word with regard to narrative and literature.

Modifications on the Film from Literary Texts. This was apparent when the participants observed that there are shortcuts in the film, the film is adapted differently from the text and there are omissions in the film because the text is too lengthy. The disparity between the film and literary text took the attention of the participants as it leads to the variation of the students' answers on the objective questions of the teacher especially those who were not able to read beforehand the text and only watched the film. The differences on the content and what was displayed in the film have really contributed.

Films Possessing Violent or Frivolous Themes. The literary texts are believed to mirror the ways and means of human life, culture, tradition and beliefs. With these, it is inevitable to have film adaptations possessing violent or frivolous themes. This was observed when there are themes within the film having violence and sensual acts, films become attention-getter and students tend to forget the purpose of film viewing due to being captivated with other scenes.

Physical Film Barriers. In using the films, it is inevitable that the participants have encountered contributing instances that have caused unsuccessful film viewing. This was manifested on the unavailability of the facilities which may include the projectors and reservation of the Audio Visual Rooms; or the film itself including the source materials, difficulty in downloading it and no available film at all; power interruptions; noise and other distractions; and the time allotment.

Students' Communication Problem. To identify the understanding of the students on a certain literary text through a film, one way is to communicate their answers on the given guided

questions individually or in a shared group. Though the students had ideas to give during the film viewing, the dilemma aroused when they were asked to elaborate it in the class. This was evident as the participants observed that students have difficulty in their communication skills, have communicative inconsistency resulting to code switching and there are varied interpretations among students.

Lived Experiences of Literature Teachers in Relation to the Useof Films in Interpreting Literary Texts

In this part, the themes emerged mirror the results of the second question on the means and ways of the college literature in addressing the varied experiences on the use films in interpreting the literary texts by their students which include the comparing and contrasting of the film and the literary text, bridging the gap, embracing students' ideas, maneuvering physical barriers, and giving precautions.

Comparing and Contrasting the Film and Literary Text. Though students nowadays are subjectively visual learners, it calls for efforts on the participants on letting their students make a link between the film and literature through comparing and contrasting the film and the literary text. This was observed when the participants let their students have a brief analysis between the film and literary piece, collect interpretations from different authors and then compare, give weigh time as they do research on their own then do brainstorming.

Bridging the Gap. The role of the teachers as the facilitator is emphasized when varied interpretations form the students, the readers, arose upon the use of films in interpreting the literary text. The teachers' role is to bridge the gap between the ideas of the students and correct interpretation.

Embracing Students' Ideas. It is indeed inevitable to encounter uniformed answers and interpretations from the students. Therefore, before giving the correct interpretation, the teacher must be open to the ideas of the students and saturate those ideas that can only be helpful to analyzing the correct interpretation of the literary text.

Maneuvering Physical Barriers. The use of technology allows learners to access a full range of resources corresponding to a full range of learning styles. Through use of audio and video clips, learners can approach the literature texts in ways that complement their own readings. It is inevitable that in using the films, there are a lot of difficulties encountered which contributed on the success or failure of film viewing. One of the existing difficulties on the use of films includes the physical barriers. These barriers hinder the students to give focus on the film, thus, have affected their interpretation on the literary text. This calls the attention of the participants in maneuvering the physical barriers like re-scheduling of viewing, conducting other activities, searching for other source materials and controlling the noise.

Giving Precautions. One of the ways to address the difficulty of the literature teachers on the films having violent and frivolous themes is to give precautions. The heavy media intake for the typical students may sound alarming, particularly when themes of sex and violence can be so common in media. However, quality media programs, particularly, quality movies, have the opportunity to provide youth with positive learning experiences. While countless movies incorporate positive themes, youth need guidance in selecting what to watch and making sense of the messages being conveyed. This guide will help you do that as well as provide an understanding of how youth can learn positive values, behavior and decision-making abilities from movies, whether they are in classroom or informal settings such as after-school programs or at home.

The Hopes and Aspirations of the Literature Teachers Relative to the Use of Films in Interpreting Literary Texts

College literature teachers have their hopes and aspirations relative on the use of films in interpreting the literary texts which came up with the major themes including the objective-driven film

viewing, film accuracy, availability of source materials, considering quality films, promotes social awareness and enhances language and critical thinking skills.

Objective-Driven Film Viewing. Before using the films, the teacher must be clear on giving objectives. The students must be well-equipped and directed on the reasons why they are viewing a particular film. Moreover, the teacher must ensure that there is a significant connection on the film to be viewed and the literature at hand so that the time consumed in viewing the film will not be put into waste.

Film Accuracy. Ensuring the coherence of the film and the literary text is one of the important things that a literature teacher must ensure upon the film viewing. This is to safeguard the importance of the original text which was only beautified and trimmed down through the use of film.

Availability of Source Materials. In using films, it is then a dilemma if the materials needed for the film viewing are unavailable. So, the participants see to it that the source materials are readily available so as not to cause delay on the progress of the lesson. Furthermore, even though there are a lot of films being produced nowadays, the film versions of the classic literary texts are one of the most difficult to find. And so, another way out on the concern of the participants' problem on the unavailability of the film is the thought of going back to the text itself.

Considering Quality Films. Considering the impact that the film could bring to the students, one thing to ensure is the quality of it, the quality from its production, cinematography, and the actors giving life to the film. These are believed to have paved the way in catching the interest of the students to persevere watching the films regardless it's classical or contemporary.

Promotes Social Awareness and Values. One concern that the participants were trying to look for in a film is that it can endow morals and uphold social awareness among students. It can be evident on the participants' responses considering the level of innocence of the students, the kind of lessons learned and the themes from the story.

Enhances Language and Critical Thinking Skills.

Films may also bring enhancement on the acquisition of language and harness the understanding among students in a way that it can help their language skills, arouse critical thinking skills and provide subtitles for retention.

Some films adapted from literary texts show things as closer to reality as possible to the original. It can display the way of living of the characters involved, their culture, tradition, and beliefs --- their life. This only means that it can also showcase their language which can be acquired by the students. At the same time, it could also elevate the students' critical thinking skills by analyzing the flow of the story presented in the text and film.

Limitations

This study delimits only on searching the lived experiences of the college literature teachers on using film in their teaching in literature classes and their views on its benefits and challenges in interpreting printed texts. In-depth interview was done for every participant in his or her available time since all of my participants have varied and conflicting schedules from the other which hindered me to conduct a focused group discussion. In spite of this, it does not represent the majority.

Moreover, this study was conducted on the first semester of school year 2016-2017 to full time or part-time college literature teachers who were employed at St. Mary's College of Tagum, Inc., UM Tagum College and St. Thomas More College. Furthermore, this was conducted on the last week of October 2016 until the second week of November 2016.

Recommendations

Since this study found that using films in interpreting literary texts could potentially promote students' active engagement, aids comprehension and adds visual context, it could also enhance students' language learning and critical thinking skills. On the other hand, since there might be hampering factors like modifications on the film from the literary texts, films having violent and

frivolous themes, physical barriers, and students' communication problems, teachers may use pre-reading strategies to emphasize the reading of the original text then use films to supply opportunities for learners to gain information and build the connection linking literacy manifested by giving the correct interpretation and film which offers visual representations of the text. Moreover, the teacher may use extension activities to bridge the gap on the students' varied interpretation on the text due to its modifications and give avenues for enhancing language learning and critical thinking skills and promote social awareness and values integration. Additionally, the teacher must ensure that the students are well-directed and guided on purpose of viewing the film through giving objectives and must safeguard that there is accuracy on the content between the literary text and the film.

Since teachers are part of an academic institution, the school administrators may secure and provide enough, appropriate and conducive facilities for the conduct of film viewing in the class which may not only for literature classes but also for other subjects that will also use films. These facilities may include the venue that is accessible whenever there will be a chance of having the film viewing; the projectors or televisions and other materials to be available so that it can be used anytime needed; the collection of film copies related to literature; and the fast connection of Internet to easily access and download the film to be used in the literature class.

Concluding Remarks

Film and literature has obvious links and using film in the literature class has many advantages as well as some dangers. Film is not literature and literature is not film; the use of either requires an understanding of both. Film can visualize what literature describes in words only. Consequently, film can be seen as an extension of literature and can be a tool to aid the lapses of the text in offering moving visuals and audio accompaniment.

As easy and as entertaining as learners find films and modern technology, as difficult and uninteresting do they sometimes find set literature. Therefore, college literature teachers must gain a deep understanding of the theoretical and practical interactions between literature and film among the students to let them develop connections between audio-visual and textual media and densely intertwine the enlightenment and entertainment it can bring without compromising the parallelism of the content of the text and the film in a literature class.

As a literature teacher, it has always been my dream to let my students appreciate the literary texts as much as I give appreciation to it. However, not all students have this loving heart for literature; rather, see it as a boring subject and irrelevant to their lives as students and could not help them when they graduate. This became my inspiration to challenge myself in seeing the potential strength of films as a tool to give the literary text a new face in the eyes of the readers, the students. Moreover, this motivated me to discover if this experience existed also to other literature teachers from different colleges and universities around Tagum City and aroused my eagerness to know the positive side of the films which then I discovered that it can promote students' active engagement, aid comprehension and visual contexts. With these, I realized that films can really be a helping tool with an edge of technology which can greatly benefit the students in understanding the literary text.

On the other hand, I have come to explore also their encountered difficulties which include the modifications on the film from literary texts, films possessing violent or frivolous themes, problems with physical barriers and students' communication problem which hindered the students' main aim in viewing the film which is to comprehend the given text with the aid of the films. To put remedy on the cited problems, the participants shared their personal views on how they managed their challenges which is by comparing and contrasting the film and the literary text, bridging the gap, embracing the students' ideas, maneuvering physical barriers and giving precautions. These solutions became the suggested building blocks to bridge the gap on the cited problems by the participants. In order to elevate the connection between the traditional written literary text and the hike of technology, the interest in reading and understanding the text should never be compromised. With the hope and aspirations including the objective-driven film viewing, availability of source materials, considering

quality films, films which promote social awareness and values and films that enhance language and critical thinking skills should be considered since these may put a link to the film and literary text to meet halfway on its main objective which is heightened up the interest of the students into reading and elevate their understanding towards a certain text.

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