



**OKUMA ÖNCESİ AKTİVİTELER OLARAK VIDEO  
İZLEME VE TARTIŞMANIN İNGİLİZCE  
ÖĞRENERİN OKUMA BECERİLERİ  
ÜZERİNDEKİ ETKİLERİ**

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**OKUMA ÖNCESİ AKTİVİTELER OLARAK VİDEO İZLEME VE  
TARTIŞMANIN İNGİLİZCE ÖĞRENERİNİN OKUMA BECERİLERİ  
ÜZERİNDEKİ ETKİLERİ**

(Effects of Watching Videos and Discussion as Pre-reading Activities on the Reading Skills  
of EFL Learners)

YÜKSEK LİSANS TEZİ

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## KABUL VE ONAY TUTANAĐI

Lida AZIMI tarafından hazırlanan “Okuma Öncesi Aktiviteler Olarak Video İzleme ve Tartışmanın İngilizce Öğrenenlerin Okuma Becerileri Üzerindeki Etkileri” başlıklı çalışması 04 / 08 / 2023 tarihinde yapılan tez savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı, İngilizce Eğitimi Bilim Dalında yüksek lisans tezi olarak kabul edilmiştir.

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## ÖZ

### YÜKSEK LİSANS TEZİ

#### OKUMA ÖNCESİ AKTİVİTELER OLARAK VIDEO İZLEME VE TARTIŞMANIN İNGİLİZCE ÖĞRENEENLERİN OKUMA BECERİLERİ ÜZERİNDEKİ ETKİLERİ

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**Amaç:** Bu çalışma, okuma öncesi aktiviteler olarak video izlemenin ve tartışmanın İngilizce öğrenenlerin okuma becerileri üzerindeki etkilerini araştırmayı amaçlamaktadır. Çalışma, bahsedilen ön okuma etkinliklerinin İngilizce öğrencilerin okuduğunu anlama ve akıcı okuma becerileri üzerindeki etkisini karşılaştırmak için tasarlanmıştır. Ayrıca, çalışmada, İngilizce öğrenenlerin okuma öncesi etkinliklere yönelik görüş ve duygularının keşfedilmesi amaçlanmaktadır.

**Yöntem:** Bu çalışmada, hem nicel hem de nitel verilerin kullanıldığı karma yöntem deseni kullanılmış ve çalışmanın katılımcıları olarak Erzurum'daki özel bir dil merkezinden B1 seviyesindeki 20 İngilizce öğrencisi seçilmiştir. Nicel veriler, okuma parçalarına yönelik okuma anlama testleri ve ses kayıtları aracılığıyla toplanmış ve bağımlı örneklem t-testi ile analiz edilmiştir. Araştırmanın nitel verilerini toplamak için görüşmeler yapılmış ve görüşme sonuçları ise betimsel analiz yöntemi ile temalara ve kodlara dönüştürülerek analiz edilmiştir.

**Bulgular:** Çalışmanın bulguları, okuma öncesi aktivite olarak tartışma uygulamasının, İngilizce öğrenenlerin sözlü okuma akıcılığını geliştirmede okuma öncesi aktivite olarak video klipler uygulamaktan daha etkili olduğunu göstermektedir. İstatistiksel olarak anlamlı bir fark olmamasına rağmen, bulgular öğrencilerin okuma öncesi tartışma uygulamasında, okuma öncesi etkinliği olarak video klipte uygulamasına göre okuduğunu anlama testinde daha iyi performans gösterdiğini göstermektedir. Ayrıca uygulama sonrası görüşme sonuçları, katılımcıların okuma öncesi etkinliklerden memnun olduklarını göstermektedir. Okuma öncesi etkinliklerin kendileri için ilginç ve yeni bir deneyim olduğunu belirtmişlerdir. Ayrıca katılımcılar hem okuma öncesi etkinliklerin okuduğunu anlama becerilerini hem de sözlü okuma akıcılığını geliştirmede etkili olduğunu ifade etmişlerdir.

**Sonuçlar:** Bu çalışmadan, video izlemeye kıyasla okuma öncesi etkinlik olarak tartışmanın İngilizce öğrencilerinin okuduğunu anlamalarını geliştirmede ve sözlü okuma akıcılığı performanslarında önemli ölçüde etkili olduğu sonucuna varılabilir. Ek olarak, İngilizce öğrenenler okuma öncesi etkinliklere olumlu bakmaktalar. Ayrıca katılımcılar, hem okuma öncesi etkinliklerin okuduğunu anlama becerilerini hem de sesli okuma akıcılığını geliştirmede etkili olduğunu belirtmektedirler. Buna göre, öğretmenler bu çalışmanın bulgularını dikkate alarak daha etkili bir ön okuma stratejisi planlayabilir ve tasarlayabilirler.

**Anahtar Kelimeler:** okuma öncesi aktiviteler, İngilizce öğrenenler, okuma becerileri, okuduğunu anlama, akıcı okuma

## ABSTRACT

### MASTER'S THESIS

#### **Effects of Watching Videos and Discussion as Pre-reading Activities on the Reading Skills of EFL Learners**

**Lida AZIMI**

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**Purpose:** This study aims to investigate the effects of watching video and discussion as pre-reading activities on the reading skills of EFL learners. The study is designed to examine the effects of those pre-reading activities on EFL learners' reading comprehension and reading fluency. In addition, the study is purposed to explore the opinions and feelings of the EFL learners toward the pre-reading activities.

**Method:** In this study, a mixed-method design that uses both quantitative and qualitative data was used, and a group of 20 B1 Level EFL learners were selected from a private language center in Erzurum as the participants of the study. The quantitative data were collected through reading comprehension tests and voice recordings of reading passages and analyzed using paired samples t-tests. In addition, structured-interviews were conducted to collect the qualitative data of the study, and the interview results were transformed into themes and codes for descriptive analysis.

**Findings:** The findings of the study show that the implementation of discussion as pre-reading activity is more effective than implementing video clips as pre-reading activity in improving oral reading fluency of EFL learners. Although there are no statistically significant differences, the results indicate that the students in the pre-reading discussion performed slightly better on the reading comprehension test than they did in the video clip as a pre-reading activity. In addition, the results of the post-experiment interview indicate that the participants were satisfied with the pre-reading activities. They stated that the activities were interesting and a new experience for them. Furthermore, the participants expressed that both pre-reading activities were effective in improving their reading comprehension and oral reading fluency.

**Conclusion:** It can be concluded from this study that discussion as pre-reading activity was slightly effective in improving the reading comprehension of EFL students and significantly effective in improving oral reading fluency performance of the EFL students rather than watching video clips as a pre-reading activity. In addition, the EFL learners looked positive toward the pre-reading activities. Moreover, participants believed that both pre-reading activities were effective in improving their reading comprehension and oral reading fluency. Accordingly, teachers can plan and design a more effective pre-reading strategy considering the findings of this study.

**Keywords:** pre-reading activities, EFL learners, reading skills, reading comprehension, oral reading fluency.

## TABLE OF CONTENT

KABUL VE ONAY TUTANAĞI.....	iii
ETİK VE BİLDİRİM SAYFASI.....	ii
ACKNOWLEDGEMENTS .....	iii
ÖZ.....	4
ABSTRACT .....	v
TABLE OF CONTENT .....	vi
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
CHAPTER ONE.....	1
Introduction .....	1
Background of the Study.....	1
Statement of the Problem.....	3
Aim of the Study and Research Questions.....	4
The Significance of the Study .....	4
CHAPTER TWO.....	6
Literature Review .....	6
Reading and Reading Skills .....	6
Reading Strategies.....	7
Reading Stages .....	9
Pre-reading Stage .....	9
During-reading Stage .....	10
Post-reading Stage.....	10
Reading Comprehension .....	11
Reading Fluency.....	13
Pre-Reading Activities and Reading Skills .....	14
Types of Pre-reading Activities .....	14
Previous Research on Pre-reading activities.....	17
CHAPTER THREE .....	21
Method.....	21

Research Design.....	21
Participants.....	21
Data Collection Tools .....	22
Research Procedure.....	24
Reading Comprehension Test .....	27
Reading Fluency Test.....	27
Post-Experiment Interview.....	27
Analyzing Data.....	27
Normality Test Results for Reading Comprehension .....	28
Normality Test Results for Oral Reading Fluency.....	29
Validity and Realibility of the Instruments .....	31
CHAPTER FOUR .....	33
Results and Discussion .....	33
Results for Reading Comprehension.....	33
Results for Oral Reading Fluency .....	35
Post-Experiment Results .....	37
Learners' Attitudes Toward Pre-Reading Activities .....	37
Pre-Reading Activities and Reading Comprehension.....	41
Pre-Reading Activities and Oral Reading Fluency .....	43
Participants Suggestions .....	44
Discussion .....	44
Discussion of the First Research Question .....	45
Discussion of the Second Research Question .....	48
CHAPTER FIVE .....	50
Conclusion.....	50
Implications of the Study .....	51
Limitation of the Study .....	51
Suggestion for further research .....	51
REFERENCES .....	53
APPENDICES .....	60
Appendix A: Comprehension Test for Watching Video as the Pre-reading Activity .....	60
Appendix B: A Comprehension Test for Discussion as the Pre-reading Activity .....	63
Appendix C: Discussion Contents.....	66
Appendix D: Interview Questions .....	67
Appendix E: SPSS Output for Comprehension Test.....	69

Appendix F: SPSS Output for Oral Fluency Test.....	73
Appendix G: Ethical Approvement .....	77
CURRICULUM VITAE .....	78



## LIST OF TABLES

<b>Table 1.</b> <i>Characteristics of the Participants</i> .....	22
<b>Table 2.</b> <i>Description of the Research Procedure</i> .....	25
<b>Table 3.</b> <i>Steps of Research Pcedure</i> .....	26
<b>Table 4.</b> <i>Descriptives of Normality Tests for Reading Comprehension</i> .....	28
<b>Table 5.</b> <i>Test of Normality for Reading Comprehension</i> .....	29
<b>Table 6.</b> <i>Descriptives of Normality Tests for Oral Reading Fluency</i> .....	29
<b>Table 7.</b> <i>Tests of Normality for Oral Reading Fluency</i> .....	30
<b>Table 8.</b> <i>Reliability Characteristics of Reading Passages</i> .....	31
<b>Table 9.</b> <i>Paired Samples Statistics for Reading Comprehension</i> .....	34
<b>Table 10.</b> <i>Paired Samples Test for Reading Comprehension</i> .....	34
<b>Table 11.</b> <i>Paired Samples Statistics for Oral Reading Fluency</i> .....	35
<b>Table 12.</b> <i>Paired Samples t-Test for Oral Reading Fluency</i> .....	36

## LIST OF FIGURES

<b>Figure 1.</b> <i>Relationship between Themes and Codes</i> .....	31
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## CHAPTER ONE

### Introduction

Pre-reading activities are exercises that are used before reading to help readers better understand the content of the written text and improve their reading skills (Carrell, 1984). Meanwhile, pre-reading activities have a positive effect on improving reading skills, particularly for EFL students (Cotter, 2012). These activities can help learners activate their prior knowledge, gain motivation, and become more engaged with the text, which can improve their reading skills (Cotter, 2012). Studies show that pre-reading activities are helpful in preparing EFL learners for the text before starting to read and are effective in improving EFL students' reading skills (Pourhosein Gilakjani & Sabouri, 2016). Considering the effectiveness of pre-reading activities on the reading skills of EFL learners, the thesis aims to explore the effects of two pre-reading activities: watching video clips before reading and pre-reading discussion, on EFL students' reading skills. The study compares the effects of the mentioned pre-reading activities as well as their impact on EFL learners' reading comprehension and oral reading fluency.

### Background of the Study

In order to learn a foreign language, the learner must develop various skills such as reading, writing, speaking, and listening. Reading is considered one of the most important skills, as it forms the basis for gaining knowledge and improving language proficiency (Kormos & Csizér, 2014). To improve reading skills, one should know what reading is. Reading can be defined as the process of understanding a written passage accurately and properly (Somadayo et al., 2013). The objective of the reading activity is to understand the message of the written text and extract knowledge and information from the passage.

Improving the reading skill, which is a necessity for being a professional EFL learner, is linked to the development of the learner's reading comprehension, which is described as the ability to understand the meaning of the words used in the passage as well as the concept of the written text (Somadayo et al., 2013). Pourhosein Gilakjani and Sabouri (2016) state that the ability to get the meaning of a reading passage is related to the readers' comprehension skills. Readers with better comprehension abilities can be more accurate in decoding and extracting information from a written passage (Rahimpour et al., 2013). Furthermore, reading

comprehension plays a significant role in the process of learning English as a foreign language (EFL). EFL students struggle a lot when it comes to understanding English texts, but by improving their reading comprehension skills, they can speed up the process of learning the language more effectively (Catts et al., 2015). It should be mentioned that comprehending a text can be difficult sometimes because it is not only related to the vocabulary used in the text but also to the subject, content, and cultural references of the written text (Maghsoudi, 2012).

In addition to reading comprehension, oral reading fluency is another factor that has an impact on learners' reading skills (Rasinski et al., 2005). Reading fluency is defined as the capacity to comprehend a text while speaking, according to Samuels (2006). A fluent reader should understand the reading passage in addition to being able to read quickly. Moreover, improving one's reading fluency will have a direct impact on one's reading comprehension, and if a learner does not develop reading fluency, his or her reading comprehension may be affected as a result (Cotter, 2012).

For students to have the chance to improve their reading skills, teachers must provide an appropriate kind of material (Fontasiewicz & Dahdouli, 2020). To address students' difficulties with reading comprehension and fluency, it may be possible to use an effective technique while teaching English. Green (2013) states that, according to studies, the success of a reader depends on their capacity to link the proper reading approach with the intended reading goals. Pre-reading activities as an effective approach to improving reading skills can enhance readers' background knowledge, which is essential for reading comprehension (Carrell, 1984). Pre-reading activities not only help readers get ready for the concepts that will follow but also make it easier and more fun for them to create connections between new concepts and what they already know (Mihara, 2011). Meanwhile, pre-reading activities can assist students in mastering their reading skills. Some pre-reading exercises are created to help with the formation of prior knowledge, which is crucial for enhancing reading comprehension (Wijaya, 2016). At the same time, pre-reading exercises are crucial for motivating readers to read the material and preparing them for the reading activity (Moghaddam & Mahmoudi, 2016). Additionally, with pre-reading activities, readers may gain confidence, can execute the activity more quickly and easily, and are more likely to engage in it (Lailiyah et al., 2019).

Among the other pre-reading activities, watching video clips before reading has gained the attention of EFL learners in recent years (Ahmadian et al., 2016; Osei et al., 2016). Videos as pre-reading activities give students a chance to see how the language is used in real life and interact with it in a meaningful way (Ismaili, 2013). In addition, video clips as pre-reading

activities can be used to get learners interested and motivated toward the text, which makes learning more fun and enjoyable for them (Chiu & Lee, 2009). Moreover, video clips may also help students understand what they are reading better because they give them both visual and audio information (Mekheimer, 2011).

Additionally, discussion is another pre-reading activity that has been used to help improve the reading skills of EFL learners. Discussion as a pre-reading activity creates the opportunity for learners to share their ideas in a group and get the ideas of other participants, which will help them learn new words, gain an idea about the written text before reading it, and conclude with a better understanding of the text (Nantiesteban Naranjo et al., 2021). Moreover, discussions also help learners think critically and give them chances to improve their comprehension, fluency, and listening skills (Guthrie & Wigfield, 2000).

In conclusion, pre-reading activities are used to improve the reading skills of learners, and despite the potential benefits of discussions and watching videos as pre-reading activities on the reading skills of EFL learners, their level of impact is not clearly examined in the literature. Therefore, this study aims to examine and compare the effects of watching video clips and discussions as pre-reading activities on the reading skills of EFL learners. The focus of the study is on comparing the effects of these two pre-reading activities on reading comprehension and fluency in B1-level EFL students.

### **Statement of the Problem**

EFL students can improve their reading skills with the help of pre-reading activities and strategies. Peregoy and Boyle (2000) stated that pre-reading activities can help EFL students improve their oral reading fluency and the ability to comprehend English texts more easily and accurately. Moreover, Brown and Lee (2001) found that pre-reading activities help EFL students understand what they are reading by recalling their past knowledge, building their vocabulary, and having prior preparation before reading the text. Pre-reading discussions and pre-reading videos have gained attention in recent years (Ahmadian et al., 2016; Osei et al., 2016). Pre-reading discussions can be utilized to create interest in the subject, activate past knowledge, and encourage critical thinking (Fathman & Whalley, 1990). Besides, according to Branigan and Pickering (2017), the act of watching video clips prior to engaging in reading activities enhances students' reading comprehension by facilitating the activation of the reader's background knowledge. Knowing that both pre-reading activities are effective in improving the reading skills of EFL learners, there is not a clear agreement on which of the two pre-reading tasks helps EFL students improve their reading skills the most. Therefore, this thesis looks at

how watching video clips before reading and participating in discussion before reading affect EFL students' reading skills. It also tries to figure out which of the two pre-reading practices is more effective in improving EFL students' reading comprehension and fluency. The findings of this study are likely to help EFL instructors design effective pre-reading activities that can improve their students' reading skills and overall academic performance.

### **Aim of the Study and Research Questions**

Pre-reading activities are used to improve the reading skills of EFL learners. The study aims to explore the effects of two pre-reading activities: watching video clips before reading and pre-reading discussion, on EFL learners' reading skills. Taking into account the relationship between pre-reading activities, reading fluency, and reading comprehension of EFL students (Cotter, 2012), this study addresses the following research questions to compare the effects of the two pre-reading activities – watching video clips before reading and pre-reading discussion – in terms of the reading skills of EFL learners:

1. Which of the two pre-reading activities (watching videos and discussions) is more effective in improving the reading skills of EFL learners?
  - a. Which of the two pre-reading activities (watching videos and discussions) is more effective in improving the reading comprehension of EFL learners?
  - b. Which of the two pre-reading activities (watching videos and discussions) is more effective in improving the oral fluency of EFL learners?
2. What do EFL learners feel about the two pre-reading activities (watching videos and pre-reading discussions)?

### **The Significance of the Study**

The use of pre-reading activities as a strategy for improving the reading skills of EFL learners has proven to be effective (Wigfield, 2000), but there is a need for more research to determine which types of pre-reading activities are most effective and have the most significant impact on the reading skills of L2 learners. This study aims to compare the effects of two pre-reading activities (watching video clips and discussion) on the reading comprehension and fluency of EFL students. It seems this is the first study conducted to compare the effects of watching video clips as a pre-reading activity and pre-reading discussion on the reading fluency and comprehension of EFL students, which adds to the significance of the study. The findings of this study will help students better understand the effect of pre-reading activities on the

reading skills of EFL learners. Moreover, EFL students would be able to improve their reading comprehension and fluency and become better readers with the help of the results of this study. Additionally, in light of this research, teachers can learn more about how pre-reading activities help EFL learners understand English through pre-reading exercises. Furthermore, as a result of close observation, the researcher can gain new knowledge from this investigation and comprehend the advantages or functions of pre-reading activities in Turkish EFL learners' English reading skills. Meanwhile, the study's findings can help learners become better readers, especially in English reading comprehension and fluency, and give them experience in the learning process through pre-reading exercises.



## **CHAPTER TWO**

### **Literature Review**

#### **Reading and Reading Skills**

Reading is one of the fundamental language skills and a significant means to improve oneself, as well as important for society, the economy, and civic life (Kormos & Csizér, 2014). Moreover, researchers have always talked about how important reading is for learning a foreign language, and reading has been a rich subject for many experts. Since reading is not easy to understand or describe (Aebersold & Field, 2003), scholars have tried to come up with a definition of reading using new studies and opinions. Widdowson (1984) stated that reading is a way to get information from a written text. Some researchers, on the other hand, think this definition is too easy because they think reading is a more complicated process (Aebersold & Field, 2003; Grabe & Stoller, 2002). From this point of view, reading has been described as a cognitive, social, and interactive process in which the reader, who has specific goals and purposes in mind, understands, comprehends, and interprets a written message given by the writer (Grellet, 2006). According to Henry (1990), reading is a complicated task that needs both awareness and intelligence and is formed of two related steps: recognizing words and comprehension of their meaning. Word recognition is the process of matching written symbols to the spoken language, whereas comprehension is the act of extracting and understanding the meaning of words and phrases used in the written text and relating these meanings to the information hidden behind the content of the text (Henry, 1990). To facilitate reading comprehension, teachers should select texts that are suitable for the readers' emotions, thoughts, age, capacity, and socio-cultural characteristics. They should also determine the target of the reading activity and plan it with interesting texts. The main target behaviors for reading skills include transforming reading principles into knowledge and skills, understanding the meaning and messages of the text correctly, and expressing ideas of the written passage orally or in written form (Kormos & Csizér, 2014).

Additionally, reading is crucial for students' communication, learning, and development in the target language. Meanwhile, motivation in the reading process can make it a natural pleasure for the reader and is helpful in improving reading skills (Widdowson, 1984). Research has consistently shown that reading proficiency is closely linked to overall language

proficiency, vocabulary development, and grammatical accuracy (Day et al., 1998). Moreover, reading exposes learners to a variety of sentence structures and grammatical patterns, which can enhance their understanding and production of English grammar (Elley, 1991). To help students understand what they are reading, teachers should choose texts that match the readers' feelings, thoughts, age, abilities, and social and cultural backgrounds. They should also decide what learners want to learn from the reading task, and the text should be chosen according to the interests of the readers. Indeed, improving reading skills is essential for students to better understand the specific types of texts that are taught in schools. To improve their reading skills, learners can follow the reading strategies that will help them develop their skills.

### **Reading Strategies**

Reading can be an efficient method for learning knowledge; however, the success of this method is dependent on the reading strategies that are used. Reading strategies are several approaches that readers take in order to achieve an understanding of the material that they are reading (Beydoğan, 2010). These strategies are used to improve the reading skills of learners and are more focused on reading comprehension development, which is the most essential part of reading skills. Individuals with strong reading comprehension skills are able to learn knowledge more easily and quickly (Armağan, 2017). Moreover, reading comprehension abilities are a major indicator of future success in all aspects of life; as a result, the application of reading strategies that are most effective in improving reading skills, especially reading comprehension, is of the utmost importance (Chamot, 2018). A variety of reading strategies have been presented by a number of authors. Block (1986) divides reading strategies into two categories: general comprehension strategies, which help readers recognize text structure or integrate background knowledge at the text level, and local linguistic strategies, which help readers understand specific linguistic units in the text (Block et al., 2004). In another study by Ehrman and Oxford (1990), the reading strategies were divided into two primary categories and then further subdivided into a total of six subcategories. The first category includes direct strategies such as memory strategies, cognitive strategies, and comprehension strategies, all of which are designed to assist readers in better comprehending the material they are reading. The second type of strategy is known as indirect strategies, and it is comprised of metacognitive strategies, affective strategies, and social strategies. The purpose of these strategies is to assist readers in evaluating and reflecting on their own learning. The following are some of the reading strategies that Wright (1989) offer for the readers to improve their reading skills:

- **Skimming:** Skimming is a technique for gaining a general understanding of a text by quickly scanning through it. It is useful for gaining an overview of a text, locating

the most important information, and determining whether it is beneficial to read in detail or not.

- **Scanning:** The process of scanning is a method that requires searching for particular information hidden inside the text. Without having to read the full text, readers may identify specific words, phrases, or concepts by using a scanning strategy. In the scanning strategy, it is important to find the key words and generate the main idea of the written text using those key words.
- **Predicting:** The process of predicting involves making intelligent assumptions about what will happen in the text based on the title, headings, or other signals. Predicting is a strategy that can be used to improve reading comprehension. Moreover, the ability to predict can assist readers in remaining engaged with the text and in understanding the content of the text.
- **Activating Prior Knowledge:** Using the existing knowledge and experience of a reader to understand the text is what is meant by "activating prior knowledge." In this strategy, readers are able to draw conclusions, create connections, and recognize patterns by using the prior knowledge they already have and applying it to the text.
- **Visualizing:** The process of producing mental pictures or impressions of the text through one's senses is referred to as "visualizing." Visualization is a strategy that can help readers more easily catch and remember the content of a text, as well as make the text more interesting for the reader.
- **Asking Questions:** By asking questions, readers will come up with questions whose answers will help them comprehend what they are reading and get them to think critically about the topic. These questions can be generated before, during, and after reading to clarify the meaning of the text. Meanwhile, readers can think about the text's purpose, characters, and ideas by asking themselves questions about the text.
- **Summarizing:** Summarizing means to say in your own words what the main points of the text are about. The readers can use summarizing to verify whether or not they have understood the material, determine what the main points of the text are, and remember significant information in the text.
- **Making Inferences:** To make inferences, you use clues from the text and what you already know to figure out what the text is trying to say. Readers can use inferences to make predictions, figure out what people are thinking, and figure out things that are not said clearly.

It should be mentioned that sometimes using only one of the strategies is not enough, and most readers need to employ multiple reading strategies rather than a single reading strategy (Goh, 2012).

## **Reading Stages**

Reading can be divided into stages, and each stage is critical to the whole process. If EFL students understand these procedures, they will be able to interpret and comprehend what they are reading more effectively. Ur (1996) says that the different stages of reading, such as the pre-reading stage, the during-reading stage, and the post-reading stage, are important parts of the reading process. According to Wallace (2001), the success of reading activities is dependent on these stages, which require interaction between students and instructors and are believed to facilitate readers' interpretation of the text. Moreover, the teacher can get students to use effective strategies when reading in a foreign language by designing simple activities that will guide them in selecting an effective strategy while reading. The stages of the reading strategies can be classified as follows (Ur, 1996):

### ***Pre-reading Stage***

During this stage, the learner will be prepared to read by gaining an overview of the text, engaging his or her prior knowledge, and determining his or her reading objectives. EFL learners can gain an overall understanding of what the text is about by previewing it, reading just the headings and subheadings, and using visualization. They can also consider what they already know about the subject and what they intend to gain from reading the content as another option at this stage.

In the pre-reading stage, reading instruction typically begins with a phase known as "pre-reading activities," during which students participate in activities designed to help them better comprehend the points of the reading. Pre-reading activities can assist teachers in overcoming issues such as reading comprehension challenges, attention problems, and passive background information. To solve these issues, appropriate activities should be adopted. For instance, pre-questions regarding the text can help students gain attention, motivate them toward the text, and bring any prior knowledge they may have on the subject (Carrell & Eisterhold, 2000). It is possible to say, in summary, that the primary objective of the pre-reading stage is to construct a bridge between the background information and the foreknowledge that the reader already possesses (Kang, 2004). As a result, it is essential that relevant activities be selected with the intention of motivating the readers. Sariçoban (2001) says that the pre-reading

stage can help students become good readers in a number of ways. Some of the benefits of the pre-reading stage are as follows:

- encourage learners to have an interest in reading.
- encourage learners to make use of the knowledge they already have.
- familiarize learners with various challenges that may be found in the text.
- ensure that learners have the opportunity to become familiar with the context.
- assist learners in the acquisition of new vocabulary and encourage them to concentrate on difficult terms.

### ***During-Reading Stage***

At this stage, the activities are done during the actual reading of the text. This stage teaches readers how to engage with the text they are reading. Through this stage, the learner of EFL has the ability to control what they are reading. Therefore, the activities that take place during this phase should be selected to assist the readers in the formation of a system that can help them comprehend the text in an easy and accurate manner. Moreover, at this stage, it is essential for EFL students to pay attention to the organization, structure, and significant ideas of the text during reading.

According to Sarçoban (2001), the during-reading stage of reading comprehension includes a number of objectives and benefits, all of which can assist readers in efficiently comprehending what they are reading. Some examples of these objectives are as follows:

- understanding the author's goal.
- getting a clear picture of the content of the text.
- figuring out how the text is put together and structured.
- learning more about other cultures.
- getting new information and knowledge.

### ***Post-Reading Stage***

During this stage, learners are required to reflect on the reading as well as consolidate the knowledge that they have gained (Cook, 2016). Furthermore, at this stage, EFL students have the opportunity to summarize the text's key points, review any new terminology or concepts they have learned, and establish connections to their past knowledge. They are also able to identify any portions of the text in which they would need to read it again or look for extra explanation.

Additionally, post-reading tasks are a helpful tool for teachers to use in evaluating their students' level of comprehension of the text they have been reading (Sarçoban, 2001). Meanwhile, these activities help teachers plan a better teaching strategy after evaluating the outcomes of their students. In addition, when students actively engage with a text by reflecting on it and responding to it, they are able to develop a mental schema that allows them to internalize the information. Therefore, teachers should encourage students to view the act of reading as an opportunity to interpret and produce new ideas within their own minds (Fitzgerald & Grave, 2004).

According to Sarçoban (2001), the primary purpose of the post-reading stage is to determine whether the reader comprehended the text. However, this phase also includes the following objectives:

- encouraging readers to engage in critical thought about the text in order to better comprehend the author's thoughts.
- allowing readers to combine their own ideas with those offered in the text.
- providing clarification for any concepts that are unspecific or unclear.
- examining the link between what learners already know and what they learn in the text.
- assisting readers in applying the newly acquired knowledge to their own lives.

### **Reading Comprehension**

Comprehending what we read should be a priority for us since we are aware of the importance reading plays in the process of acquiring English as a foreign language. Reading comprehension is a crucial skill that enables one to understand what other people are saying in written form (Catts et al., 2015). Understanding what we read and reading comprehension go hand in hand. According to Somadayo et al. (2013), "reading comprehension" encompasses the goal of reading itself, which is for readers to comprehend the message or meaning of the text that they are reading. The learners' inability to comprehend the material they are reading is at the root of their reading comprehension issues. The majority of learners experience a lack of interest while reading a text because they are unable to understand what they are reading. The motivation of English language learners toward reading is negatively impacted by factors including a lack of vocabulary, a lack of background information, and the content of the text (Kormos & Csizér, 2014). In addition, learners' comprehension of what they read is hindered when the teacher uses an ineffective instructional method. As a consequence of this, students require variety when learning English, and by varying the instructional approach, it is hoped that students will be more motivated to take part in activities that are connected to reading.

Moreover, according to Guthrie and Wigfield (2000), motivation and engagement are essential elements in reading comprehension, and learners who are motivated and interested are more likely to comprehend and retain the information that they read.

EFL learners may find that reading comprehension is a difficult skill to master because it requires not only a strong command of the language but also the ability to comprehend the context and derive meaning from the text itself (Grabe & Stoller, 2002). According to Stahl and Voigt (2008), in order for EFL learners to display comprehension, they must use their cognitive processes to link the information from a reading passage with their existing knowledge and to extract meaning from the written text. In addition, according to Paris and Stahl (2005), readers who have strong comprehension capacities are able to generate meaning more accurately and efficiently. Understanding what we read should be a priority for us since we are aware of the importance reading plays in the process of acquiring English as a second language. Moreover, reading comprehension is an important skill that enables one to understand what other people are saying in written form (Catts et al., 2015). Understanding what we read and reading comprehension go hand in hand.

In addition, according to Somadayo et al. (2013), reading comprehension presents the goal of reading itself, which is for readers to comprehend the message or meaning of the text that they are reading. According to the National Reading Panel (2000), research has demonstrated that effective reading instruction can improve both reading comprehension and overall academic performance. Reading comprehension can be improved through effective reading teaching. According to research that was conducted by Pressley and Afflerbach (1995), students' reading comprehension can be improved by the explicit education of reading comprehension strategies such as summarizing, questioning, and prediction. Furthermore, Krashen (2004) found that extensive reading, which is defined as the practice of reading significant amounts of material, improved reading comprehension as well as the general language competency of EFL learners. On the other hand, DeBoer (2003) identified a number of factors that can cause problems with comprehension, including low intelligence, physical barriers to reading, an excessive focus on word recognition or oral reading, a lack of background knowledge, failure to adapt reading strategies to the purpose and type of reading material, and inadequate teacher support. Besides, they claimed that comprehension issues may also be a result of insufficient teacher assistance. Teachers can address this problem by using pre-reading exercises to direct or draw students' attention to the material as a way to improve reading comprehension (Catts et al., 2015).

## **Reading Fluency**

Fluency in reading means being able to read quickly, correctly, and with expression. It is an important part of reading comprehension because it lets readers focus on getting the sense of the text instead of trying to figure out what each word means. Fluent readers can read quickly and correctly, which helps them understand what they read and remember it. Samuels (2006) stated that reading fluency is the ability to understand what you're reading while you're talking. Besides, he believes that reading fast, correctly, and understanding the text helps improve a reader's reading skills. Numerous studies have found a correlation between reading skills, including reading comprehension, and oral reading fluency (Rasinski et al., 2005; Bashir & Hook, 2009; Paige, 2011), and findings show that fluent readers have a greater ability to concentrate on comprehension since they are not distracted by decoding issues or struggling to comprehend each word. Moreover, they can read more easily and quickly, which allows them to better get and recall the information given in the text. On the other hand, readers who are having problems reading typically struggle with both their fluency and their comprehension (Armağan, 2017). It is possible that they have trouble decoding words, which makes reading difficult and heavy for them. This might lead to a decrease in oral fluency speed, which makes it more difficult for readers to read the content and to remember it.

According to Rasinski et al. (2005), having poor reading fluency, which is defined by reading that is slow and difficult, can have a number of negative effects on learners' behavior toward reading. Reading too slowly can be frustrating for the reader, which might make reading challenges even more difficult or decrease the reader's motivation to read. Moreover, according to the findings of a number of studies (Pinnell, 1995; Rasinski et al., 2005), students who struggle with oral fluency reading abilities take a longer amount of time to read a specific text and typically read less text overall. This lack of exposure to reading may slow down their progress in establishing fluent reading abilities, which are known to improve through the practice of reading lots of text (Anderson et al., 1988; Taylor et al., 1990). This is because fluent reading skills increase with the practice of reading a lot of text. On the other hand, students who are able to read material fluently may find reading fun. As a result, they may spend more time reading, which may further improve their reading abilities.

Reading instructions that are actually efficient should address both fluency and comprehension simultaneously. Building fluency can be accomplished through the use of several strategies, including guided oral reading, reading repeatedly, and feedback on reading speed and correctness (Armağan, 2017). Meanwhile, students can improve their comprehension

by actively engaging with the material they are reading and using methods such as pre-reading activities, questioning, summarizing, and visualization.

### **Pre-Reading Activities and Reading Skills**

Pre-reading exercises can be utilized to engage students in work before reading, which encourages them to read with greater interest thereafter. Pre-reading activities can help students easily understand an English text. Therefore, by engaging in pre-reading activities that involve thinking of related topics, students activate their background knowledge, which may help them better understand the text (Carrell, 1984). Meanwhile, prereading activities assist students' comprehension of the text by acquainting them with the subject and grammatical structures (Bilokcuoğlu, 2011). To help students get ready for the reading stage, these activities are used before they read a passage. Additionally, pre-reading activities have the advantages of encouraging students to read enthusiastically, preparing them with vocabulary or grammar relevant to the text, and, most importantly, helping them comprehend a text more deeply (Osei et al., 2016). According to Carrell (1984), pre-reading activities can assist students in drawing connections between what they already know and what they will read, which can lead to an increase in their level of comprehension of the subject matter. Moreover, according to Guthrie and Wigfield (2000), pre-reading activities have the potential to increase the reader's interest in the subject matter at hand and boost their desire to read, both of which can contribute to an improvement in reading comprehension. Besides, Ahmadian et al. (2016) discovered that having EFL students engage in pre-reading activities such as prediction and brainstorming helped them enhance their comprehension of the material as well as their ability to remember it. In a similar vein, Osei et al. (2016) discovered that pre-reading activities that concentrated on vocabulary and text structure increased reading comprehension among students of English as a foreign language.

#### ***Types of Pre-reading Activities***

There are several types of pre-reading activities that can be used to improve reading skills among EFL students. Pre-questioning, introducing vocabulary, discussion, brainstorming, providing background knowledge, guessing from pictures, watching videos, KWL charts, and storytelling are among the most common pre-reading activities used to improve the reading skills of EFL students (Ahmadian et al., 2016; Osei et al., 2016). Some pre-reading activities and their usage are described as follows:

**Pre-Reading Discussion.** Pre-reading discussion is a technique that can be used before reading to get students to relate what they already know about the topic to what they will learn in the reading (Nantiesteban Naranjo et al., 2021). Pre-reading discussions can be used to activate prior knowledge, generate interest in the topic, and promote critical thinking. During discussion, the teacher gives some information about the topic that students are going to read, and then students start to share their ideas and discuss the topic with each other. Discussions can help students analyze the topic and consider different perspectives, which can improve their ability to think critically about the text (Fathman & Whalley, 1990). At the same time, discussions can help students identify and clarify their own ideas about the topic, which can help them engage with the text.

According to Guthrie and Wigfield (2000), in order to complete the pre-reading discussion session successfully, the teacher and students should consider three factors. The first factor is the quantity of the data. The ideas that are generated during the discussion session are the most significant aspect of the process, so the more ideas generated, the more helpful outcomes will be gained. The second factor is the quality of the data. In a discussion session, every participant will share his or her thoughts, points of view, and ideas, but it is hard to judge if the data are generated using facts as the background knowledge of all participants is unknown, so an analysis of the gathered data should be performed for the quality control of the data. In the final phase, the instructor should encourage students to discuss more ideas about the part of the topic that is not yet completely understood.

**Pre-Reading Video Clip.** Watching video clips before reading improves students' reading comprehension by activating the background knowledge of the reader (Branigan & Pickering, 2017). In addition, it has been found that the ability to visualize is essential for the development of reading skills (Ismaili, 2013). Videos as pre-reading activities have numerous benefits, such as being realistic, motivating, and engaging for EFL learners during the learning process (Alluri, 2018). By emphasizing these benefits, watching video clips before reading may help students improve their reading skills.

In order to apply this activity, teachers prepare a video clip regarding the topic, and students watch the video before starting the reading session. The video helps students visualize the topic, get information, and activate their prior knowledge regarding the subject that they are going to read.

**Pre-Reading Questioning.** Pre-reading questioning is an effective comprehension approach that can be used by readers of any age, in any subject area, and even when reading for pleasure (Williams, 2021). In this activity, teachers or instructors prepare some questions regarding the topic before starting the reading session. According to the answers of the students, teachers can add some questions during the questioning session, considering the information and knowledge needed to be transferred to the students during this session. Questions asked before reading can help the reader get ready for the topic that they are going to read and can help them comprehend and extract the information from the text easily. Generally, teachers prepare pre-reading questions for the students in a classroom, especially when introducing the strategy, but students are more likely to benefit from the practice when they are given the opportunity to create their own pre-reading questions at home or elsewhere.

**Pre-reading vocabulary.** According to McClymont (2020), one of the most significant challenges in learning any second language, including English, is expanding one's vocabulary. He believes that a lack of vocabulary makes it harder for students to read fluently and understand what they are reading. Thus, vocabulary instruction prior to reading is crucial because it allows teachers to target specific concepts within a text and ensure that their students have an in-depth understanding of the material before starting reading (McClymont, 2020).

Various methods can be used to carry out this strategy. For example, teachers can give some of the keywords in the text as homework for students so that they can come prepared next week. Or, the keywords can be noted by the instructor on the board and the meanings discussed with the students before starting the reading session. Moreover, there are other methods, such as creating cards with the words, providing pictures, or using game software to implement pre-reading vocabulary activities (McClymont, 2020). It should be mentioned that teachers should help students practice the words as much as they get used to them so that they can recall them while reading the passage.

**Pre-reading Storytelling.** Pre-reading storytelling is another method of improving the reading skills of EFL learners. Storytelling is an integral component of daily life, and it may be found in a variety of different forms of media, including television, radio, newspapers, and movies. The stories help learners practice their reading skills by allowing them to speak about their thoughts and feelings (Masoni, 2019). In addition, learners are given the opportunity to employ their creativity and imagination when utilizing this activity. Furthermore, students have the opportunity to affect the acquisition of new vocabulary when they participate in this activity since the visuals that correspond to various words are used in this strategy (Masoni, 2019).

To implement this strategy, teachers can create and tell a short story regarding the topic before starting the reading session. Or, students can be asked to generate their own story regarding the given topic by their teachers. This is likely to help learners use their imagination and creativity to join their ideas and thoughts in creating the story, which helps them recall their background knowledge.

### **Previous Research on Pre-reading Activities**

Pre-reading exercises can be utilized to engage students in work before reading, which can encourage them to read with greater interest thereafter. Pre-reading activities can help students easily understand an English text (Moorman & Blanton, 1990). Therefore, by engaging in pre-reading activities that involve thinking of related topics, students activate their background knowledge, which may help them better understand the text (Bilokcuoğlu, 2011). Meanwhile, pre-reading activities assist students' comprehension of the text by acquainting them with the subject and grammatical structures they may run across (Bilokcuoğlu, 2011). To help students get ready for the reading stage, these activities are used before they read a passage. Additionally, pre-reading activities have the advantages of encouraging students to read enthusiastically, preparing them with vocabulary or grammar relevant to the text, and, most importantly, helping them comprehend a text more deeply. It is commonly known that pre-reading activities are extremely significant and effective because they help readers construct a bridge between their prior knowledge and the text, which helps them absorb the material in a more comprehensible manner. As a result, numerous academics have developed a range of suggestions about the structure of pre-reading activities. For instance, Tierney and Readence (2006) state that pre-reading exercises have the potential to serve as a bridge between the students and the text, and pre-reading activities make it possible for learners to become familiar with the context. In addition, Peregoy and Boyle (2000) suggested that pre-reading activities should be prepared in a way to make the text more understandable for students who might not be familiar with it. They also suggested that these activities should include key words such as pictures, graphics, etc. in order to provide background knowledge for the text as well. Pre-reading activities that aim to give the readers prior knowledge about the text should not be time-consuming, according to Brown and Le (2001). Furthermore, pre-reading activities should consist of activities that aim to make the students find out some related information in the text, as suggested by Ur (2012). Moreover, Madaoui (2013) suggest that teachers should utilize pre-reading activities to make the text easier for students to understand.

Pre-reading activities such as vocabulary exercises, queries, or visuals can help students operate with background knowledge, and according to Carrell (1998), displaying student-created visuals or discussions can also aid students in comprehending the text. The majority of pre-reading activities begin with vocabulary exercises, as vocabulary knowledge is a crucial supplement to reading comprehension (Atik, 2015). In addition, as Berman (1978) indicated, vocabulary knowledge is a crucial and necessary component of reading comprehension. On the other hand, Hudson (1982) stated that visualizations are more effective than vocabulary lists for preparing students for reading comprehension tasks.

Furthermore, in his study, Maghsoudi (2012) looked into how three pre-reading activities—pre-reading discussion, pictorial context, and previewing—affected Iranian EFL students' reading comprehension. The participants of the study were 76 EFL students pursuing a bachelor's degree at a university in Iran. The outcomes demonstrated that implementing three pre-reading activities led to an improvement in the student's comprehension of the cultural texts. In another study, Azizifar et al. (2015) tried to investigate the students' reading comprehension before and after implementing the prereading activities built around pre-reading discussion, questions, and vocabulary definitions. In addition, the study aimed to look into the attitudes that students displayed after participating in the pre-reading exercises. In this study, 60 high school students were selected as the participants. The participants were divided into two groups: the experimental group and the control group. In the experimental group, the participants were provided with pre-reading activities, whereas in the control group, no pre-reading activity was implemented. This study's findings showed that the reading abilities of the students had improved after applying the pre-reading activities. Meanwhile, the group that used content guessing through pre-reading discussion had a better outcome. Furthermore, Anjomshoa and Sadighi (2015) conducted a study on 200 Iranian EFL students at intermediate and advanced levels of English. The study investigated the effect of teaching vocabulary, summarization, and questioning as pre-reading activities on the reading comprehension of EFL students. The results indicated that all three pre-reading activities were effective in improving the students' reading comprehension. Moreover, Mousavian and Siahpoosh (2018) wanted to find out how well pre-reading activities like pre-questioning and pre-learning vocabulary helped readers develop their reading comprehension. They selected 60 students from a private English center as the sample for the study. The participants were then divided into two groups: experimental and control groups. The experiment group was implemented with the pre-reading activities, while the control group entered the tests without applying the pre-reading activities. Findings indicated that the pre-reading activities improved the students' reading abilities. In

addition, it was stated that the students who had received the vocabulary before reading improved more than the students who had received pre-questioning as a pre-reading activity. In another study, Thi and Thuy (2018) sought to determine the effects of discussion and semantic mapping as pre-reading activities on the reading comprehension of EFL students. The subjects of the study were 52 high school students studying science. The participants were divided into two groups to investigate each pre-reading activity separately. Furthermore, a post-experiment interview was conducted with six participants from both groups to explore their point of view toward the pre-reading activities. The outcome showed that the student's reading comprehension had improved. However, reading comprehension significantly increased in the group that participated in the semantic map activity. Additionally, it was discovered that while the students approved of the use of those pre-reading activities, they also acknowledged that the procedure was challenging because the activities were novel to them. Similarly, Lailiyah et al. (2019) conducted a study that focused on three techniques: vocabulary, pictorial context, and discussion with 46 EFL learners. Their focus was on how background knowledge affected learners' reading comprehension. Overall, the findings demonstrated that pre-reading activities significantly enhanced reading comprehension in the group that received the treatment.

Moreover, Chiu and Lee (2009) investigated the connection between students' learning processes and pre-class video watching of the lecture content. According to their study's findings, high school students learned more when they watched a video of the lecture beforehand and participated in hands-on activities in class. Mirvan (2013) and Saeidi and Ahmadi (2016) state that watching videos before reading activities improves the reading comprehension of EFL students by activating their background knowledge. By giving visual information for challenging topics, watching videos before reading seems to increase students' prior knowledge and aid in text comprehension; additionally, imagery is a crucial requirement for a reader to develop his reading comprehension skills (Draper, 2012). Videos can help with learner-centered language learning in the modern digital age or even be helpful with learning that is only minimally scaffolded, like using YouTube video clips to learn foreign languages (Mekheimer, 2011).

As a result, it can be concluded that watching video clips as pre-reading activities and pre-reading discussions are both effective in improving the learners' reading skills. However, there is a limitation to the research that has been undertaken to compare the impact of the two pre-reading activities on the reading skills of EFL learners. Therefore, the objective of this study is to investigate and compare the impacts of watching video clips before reading and engaging in pre-reading discussions as pre-reading activities on the reading skills of EFL learners. The

focus of this study is to compare the impact of the two mentioned pre-reading activities on the reading comprehension and fluency skills of EFL learners at the B1 proficiency level.



## **CHAPTER THREE**

### **Method**

The aim of a method in research is to gather reliable and scientific knowledge based on the hypothesis and research questions of the study. This chapter covers the research design, participants, research procedure, data collection tools, and data analysis methods used in this study.

#### **Research Design**

This study used a mixed-method design approach. A mixed-methods research design includes a methodology that integrates qualitative and quantitative data gathering and analysis techniques within a singular study (Janzen, 2002). A quantitative study collects data through the generation of numerical data and aims to convey the ideas of the participants by statistically analyzing the data, whereas in a qualitative study, the data are collected using different data collection instruments, including interviews, taking field notes, and written records (Amerstorfer, 2018). In this study, based on the research questions, the data were gathered and examined using a quantitative research design method, while the evaluation of the study's process was conducted using a qualitative research design approach.

The study was based on a pre-experimental design in which two treatments were proposed to a group of B1-level EFL learners. The aim of the study was to compare the effect of the two pre-reading activities on the reading skills of EFL students; therefore, the experiment was implemented with a single group of participants to compare their performance regarding the two pre-reading activities. According to Ellis (2008), the three essential elements of a true experiment are the existence of a control group, random participant selection, and random participant distribution. The absence of a control group and proposing both treatments in the same group makes this research fit into a pre-experimental design with pre-reading activities as independent variables (Ellis, 2008). The dependent variables in this study are reading comprehension and reading fluency.

#### **Participants**

20 EFL learners from a group of B1-level EFL students at a private language center in Erzurum participated in this study. The participants were enrolled in the B1 English level at the

center, and their level of English proficiency was already determined by the center as they were at the end of the B1 class and had already passed mid-level tests taken by the center. Since the main objective of the research is to examine the effects of the two pre-reading activities on the reading skills of EFL students, the participants were assigned to only one group. The information and characteristics of the participants are shown in Table 1.

**Table 1.** *Characteristics of the Participants*

	Group Characteristics	
	Male	Female
Gender		
Gender distribution	7	13
Gender frequency	35%	65%
Minimum age- maximum age	17-25	19-31
Mean of age	19.7	22.8

As shown in Table 1, 35% of the participants were males and 65% were females. The minimum age of the participants was 17, and the maximum age of the participants was 31. Gender and age are not considered variables in this study. In addition, the participants were of different occupations, including high school students, bachelor students, and graduate students. The graduate students included one lawyer and one psychologist, whereas the bachelor students were from the faculties of computer science, computer engineering, law, and agriculture.

Ethically, the participants were informed about the purpose and procedure of the experiment, and all the steps were explained to them in detail before starting the experiment. The experiment started after getting the approval of the participants regarding their acceptance of being a part of this study.

### **Data Collection Tools**

As mentioned before, a mixed-method design was used in this study, which includes both quantitative and qualitative design methods. The data for the study were collected through reading comprehension tests, oral reading recordings, and post-experiment interviews. The comprehension test was consisting of 12 questions (Appendix A and Appendix B). Each multiple-choice question had 3 options (A, B, C). In the first session, the participants watched a short clip about the topic before starting the reading. After the pre-reading activity was implemented, students were given a reading passage (Appendix A) to assess their reading comprehension skills. Students were asked to read the passage silently and answer the

questions. In the second session, a discussion was held about the topic that students were going to read (Appendix C). After the discussions were completed, students were given a reading passage (Appendix B) to assess their reading comprehension skills. Then, as in the first session, after the application of reading comprehension tests, the recording of the reading-aloud processes was carried on.

For the oral fluency test, the number of words read correctly per minute (CWPM) was used to examine the reading fluency of the participants. CWPM takes into account both reading speed and accuracy and is one of the most popular methods for assessing oral reading fluency (Therrien, 2004). It is a quick and reliable test that has been proven in numerous studies to be an effective technique to track reading fluency and provide information about the overall effectiveness of the student's reading (Martins & Capellini, 2017; Therrien, 2004). At the end of each session and after talking about the comprehension test, each student was asked to read the passage aloud individually, and their readings were audio recorded to determine their reading fluency levels.

For the second research question, which was intended to explore the feelings and opinions of EFL students toward the pre-reading activities, a post-activity interview (Appendix D) consisting of five open-ended questions was applied to evaluate the students' attitudes and opinions regarding the pre-reading activities. Interviews serve as a valuable means of data collection, primarily with the goal of explaining aspects that are not readily observable (Patton, 1987, p. 111). The secondary objective of this study is to investigate the viewpoints and feelings of EFL learners toward pre-reading activities. Therefore, conducting interviews with the participants facilitates the exploration of their feelings, perceptions, and opinions (Patton, 1987, p. 140).

To make the interview more reliable and credible, the questions were prepared by the researcher based on the second research question and sent to an expert in the field of the research and to the supervisor for validity improvement. On the recommendation of the expert, some of the questions were eliminated and some were added to the interview questions. For example, the first question of the initial interview questions was "What do you think about watching videos and having discussions as pre-reading activities?" which was changed to "What do you like about the pre-reading activities?" and "What do you dislike about the pre-reading activities?" Furthermore, the final question of the interview (Is there anything else that you would like to share with us regarding the study?) was added at the suggestion of the expert. After the final control and corrections, five questions were selected as the interview questions.

The interview questions consisted of what participants liked or disliked about the pre-reading activities, their opinion regarding how the pre-reading activities affected their reading comprehension and oral reading fluency, and if the participant wanted to add something regarding the study (Appendix D). The questions were prepared in English and Turkish and were planned to be implemented at the end of the experiments. When the researcher started the experiment for reading comprehension and fluency, only two weeks were left in the course of the participants, and by the time the experiment was over, the class was also over, so the participants did not agree to participate in the interview face-to-face. After a discussion with the participants and the board of the language center, the researcher and the participants agreed to answer the questions in written form. Therefore, the printed form of the interview questions was distributed to the participants, and they were asked to answer the questions in English or Turkish.

### **Research Procedure**

The process of designing and performing a pilot study holds significant importance in assessing the suitability and relevance of the data collection instruments. Therefore, a pilot study was conducted with a group of students who had similar characteristics to the study group to determine if there were any absent or unclear elements in the comprehension test, reading fluency test, and post-experiment interview. In addition, conducting a pilot study provided the researcher with the opportunity to practice conducting the experiment before starting the main study. In accordance with the findings of Kasper and Dahl (1991), it is recommended that the duration of a data collection instrument not exceed 45 minutes in order to minimize potential distractions for participants arising from the nature of the questions or the subject matter being investigated. Hence, in the pilot study, if the duration of the comprehension test had exceeded 45 minutes, the researcher would have considered modifying the test. Otherwise, such an occurrence could potentially have a negative impact on the overall credibility of the study. In this case, a group of four students was selected from another B1-level FEL class at the language center, and the experiment was implemented with the group. According to Saiedi and Ahmadi (2016), for a class of less than 90 minutes, watching full-length videos as a pre-reading activity is time-consuming and less practical, and it is suggested to implement watching a video clip of less than 20 minutes as a pre-reading activity. Therefore, the time of watching a video clip as a pre-reading activity was arranged at 10 minutes, the time of discussion as a pre-reading activity was 5 minutes (for the real experiment, 20 minutes), and a 30-minute time (which was suggested by <https://learnenglish.britishcouncil.org>, where the comprehension test was taken)

was considered for solving each reading comprehension test. Later, the results were analyzed to check if the process applied to the main participants of the study.

The results of the pilot study indicated that despite the participants' knowledge about the process of the experiment, further explanation is needed before starting each step. It was also found that the 30 minutes for the comprehension test were appropriate, as the earliest time of submitting the results was 21 minutes and the latest was 26 minutes. Furthermore, it was found that the interview questions did not need to be changed or rearranged as the answers clearly stated that the participants understood the meaning and context of each question.

One week after the pilot study, the researcher started the experiment. Table 2 shows the description of the research procedure:

**Table 2.** *Description of the Research Procedure*

Sessions	Pre-Reading Activity	Post-treatment test 1 (Reading Comprehension)	Post-treatment test 2 (Reading Fluency)	Post experiment interviews
Session 1	A <sub>1</sub>	T <sub>1</sub>	T <sub>2</sub>	P <sub>1</sub>
Session 2	A <sub>2</sub>	T <sub>1</sub>	T <sub>2</sub>	P <sub>1</sub>

A<sub>1</sub> = Applying pre-reading activity (watching pre-reading video clip) as treatment.

A<sub>2</sub> = Applying pre-reading activity (pre-reading discussion) as treatment.

T<sub>1</sub> = Post-treatment test for determining the reading comprehension of the students after applying the pre-reading activity.

T<sub>2</sub> = Post-treatment test for determining the reading fluency of the students after applying the pre-reading activities.

P<sub>1</sub> = Post-experiment interviews to determine views and attitudes of the students towards the pre-reading activities applied.

Table 3 shows the steps involved in procedure and data collecting of the study.

**Table 3.** *Steps of Research Procedure*

Time Interval	Step	Activity
Week 1	Preparation	<ul style="list-style-type: none"><li>• Getting approval of the board of the language center</li><li>• Discussion of the details of the study with the students</li><li>• Planning of the experiment</li></ul>
Week 2	Conducting Session 1	<ul style="list-style-type: none"><li>• Watching video as pre-reading activity</li><li>• Comprehension Test</li><li>• Fluency Test</li></ul>
Week 3	Conducting Session 2	<ul style="list-style-type: none"><li>• Watching video as pre-reading activity</li><li>• Comprehension Test</li><li>• Fluency Test</li></ul>
Week 4 to Week 6	Post-Experiment Interview	<ul style="list-style-type: none"><li>• Collecting interview data</li></ul>

First of all, the procedure of the test was discussed in detail with the board of the language center. After getting the approval of the language center board, a group of 20 B1-level EFL students was selected, and the research procedure was discussed in detail with the students. All the students accepted being a part of this study. There were two sessions for applying the experiment. In session 1, the participants watched a short clip regarding the passage before starting the reading; however, in session 2, there were some discussions regarding the reading passage before starting the tests. Furthermore, session 1 (the group provided with watching a pre-reading video clip) was compared to session 2 (the group provided with the pre-reading discussion) regarding the result of the pre-reading activities' effect on their reading comprehension and fluency by applying post-treatment tests.

As for the qualitative part, after both sessions were completed, a post-activity interview (Appendix D) was considered to evaluate the students' attitudes and opinions toward the pre-reading activities.

The research covered three parts: the effect of pre-reading activities on reading comprehension of EFL learners; the effect of pre-reading on reading fluency of EFL learners; and the feelings and opinions of EFL learners toward pre-reading activities. The three phases of the research were conducted as follows:

### ***Reading Comprehension Test***

The reading comprehension tests were conducted in two sessions. In session 1, the students watched a 10-minute video clip before starting the reading comprehension test (Saeidi & Ahmadi, 2016). After watching the video clip, a comprehension test consisting of twelve questions (Appendix A) was provided to the students so they could read the passage and answer the questions. The reading comprehension test was related to what they watched in the video clip, and the students had 30 minutes to read the passage and answer the questions. In session 2, a discussion was conducted with the group before starting the reading comprehension test. In the discussion session, a topic was given to the students, and they were asked to discuss it with each other. Meanwhile, the researcher was asking some questions during the discussion session to control the content of the discussion and not go far away from the required information that would be helpful for the comprehension test (Appendix B). After a 20-minute discussion, the reading comprehension test, including twelve questions, was given to each student to read the passage and answer the questions.

### ***Reading Fluency Test***

The reading fluency test was conducted after the reading comprehension test in each session. For the reading fluency tests, each student was tested separately. The student was given a reading passage and asked to read it loudly. Each student read the passage loudly for at least one minute, and a voice recorder was used to record the oral reading of each student (Martins & Capellini, 2017; Therrien, 2004).

### ***Post-Experiment Interview***

For the post-experiment interview, after both sessions for the reading comprehension and reading fluency tests were completed, a structured interview (Appendix D) was conducted to get the feelings and opinions of each participant regarding the pre-reading activities.

### **Analyzing Data**

The quantitative data of the study was collected through reading comprehension and oral reading fluency tests conducted after the implementation of the pre-reading activities. For the results of the comprehension test, each correct answer of the participants was given one mark. There were 12 questions for each comprehension test, and if any of the students could answer all questions correctly, he or she could get 12 marks. For the oral fluency test results, the number of words read correctly per minute (CWPM) was used to evaluate the results.

Finally, the IBM SPSS Statistics Data Editor software was used for the processing and analysis of the quantitative data obtained according to the reading comprehension test and reading fluency test results. In the analysis of the data, the test of normality conducted by SPSS showed that the results were normally distributed in both the reading comprehension test and the oral reading fluency test (Appendices E and F; Tables 5, 6, 7, and 8). Therefore, a parametric statistical method using a paired samples t-test was used to determine whether there was a significant difference between the reading comprehension and fluent reading levels of the participants after implementing the pre-reading activities.

For analyzing the quantitative data in comparing the effects of watching videos and discussion as pre-reading activities on the reading skills of EFL learners, a paired samples t-test was used. The paired samples t-test is a suitable statistical method to employ when there are two related variables that are measured across the same people or groups (Bryman & Cramer, 2009). The null hypothesis ( $H_0$ ) posits that there is no significant difference between the means of the two variables, whereas the alternative hypothesis ( $H_1$ ) proposes the presence of a statistically significant difference between the means. It should be mentioned that in order to apply the paired samples t-test the data should be normally distributed (Bryman & Cramer, 2009). Therefore, the test of normality for both reading comprehension test scores and reading fluency test scores was conducted and results are presented in tables.

#### ***Normality Test Results for Reading Comprehension***

As shown in Table 4, the skewness and kurtosis values of the reading comprehension test scores of discussions as pre-reading activities are 0.26 and -0.69, and the skewness and kurtosis values of the reading comprehension test scores of watching videos as pre-reading activities are 0.45 and 0.43, respectively. The values between -2 and +2 of the skewness and kurtosis in a test are acceptable to prove a normal distribution (Bryman & Cramer, 2009).

**Table 4.** *Descriptives of Normality Tests for Reading Comprehension*

		Statistics	Std. Error
Discussion	Mean	7.5	.407
	Skewness	.262	.512
	Kurtosis	-.686	.992
Watching video	Mean	6.75	.361
	Skewness	.450	.512
	Kurtosis	.432	.992

Meanwhile, if we look at Table 5, the Shapiro-Wilk test resulted in a non-significant p-value of 0.111 for the discussion and 0.063 for watching the video, which indicates the normality of the distribution ( $p > 0.05$ ) (Bryman & Cramer, 2009).

**Table 5.** *Test of Normality for Reading Comprehension*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Discussion	.158	20	.200*	.922	20	.111
Watching video	.239	20	.004	.910	20	.063

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### ***Normality Test Results for Oral Reading Fluency***

As shown in Table 6, the skewness and kurtosis values of the oral fluency test scores of discussions as pre-reading activities are 0.87 and 1.13, and the skewness and kurtosis values of the oral fluency test scores of watching videos as pre-reading activities are 0.13 and -0.42, respectively. The values between -2 and +2 of the skewness and kurtosis in a test are acceptable to prove a normal distribution (Bryman & Cramer, 2009).

**Table 6.** *Descriptives of Normality Tests for Oral Reading Fluency*

		Statistics		Std. Error
Discussion	Mean	136.3		2.99
	Skewness	.87		.512
	Kurtosis	1.13		.992
Watching video	Mean	121.4		4.02
	Skewness	.13		.512
	Kurtosis	-.42		.992

Meanwhile, if we look at Table 7, the Shapiro-Wilk test resulted in a non-significant p value of 0.303 for the discussion and 0.777 for watching video, which indicates the normality of the distribution ( $p > 0.05$ ) (Bryman & Cramer, 2009).

**Table 7.** *Tests of Normality for Oral Reading Fluency*

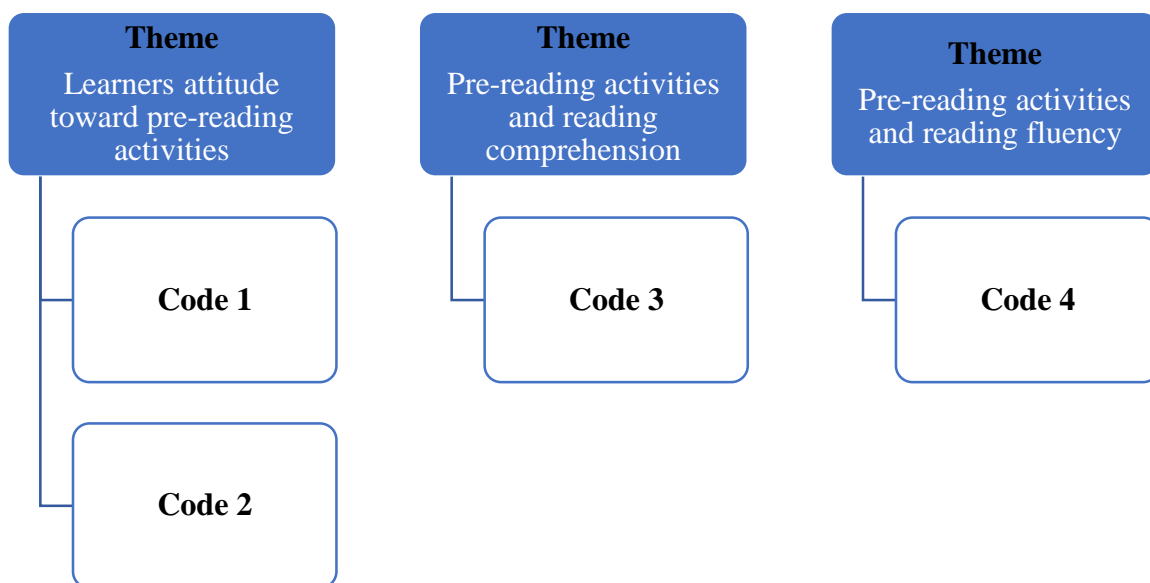
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Discussion	.135	20	.200*	.945	20	.303
Watching video	.168	20	.139	.971	20	.777

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The qualitative data of the study were collected using interviews that were held after the experiment. According to Creswell (2014), interviews are one of the most popular methods for gathering data since they give researchers access to the benefits of asking the same questions of every participant and carefully considering their opinions on the interviewing process. Creswell (2014) stated that the process of selecting an appropriate analytic strategy for qualitative data lacks an accurate and clear approach. In this study, codes and themes were generated based on the research question, and the researcher used the coded themes and keywords to analyze the interview results based on the thematic analysis method. The data were manually coded and analyzed using Tesch's coding methods (Creswell, 2014). According to Creswell (2014) Tesch's coding steps suggest a method for researchers to organize qualitative data by grouping them, categorizing each sentence or word under appropriate headings, and then comparing and discussing them together. Figure 1 shows the relationship between themes and codes.

After collecting the responses to the interview questions, the answers of each participant were reviewed many times to get a clear idea of the responder, as suggested by Rubin and Rubin (1995). Furthermore, the keywords, ideas, and phrases that appeared frequently in the answers were identified and marked. Later, the highlighted phrases and keywords were coded and categorized into themes. Finally, the researcher rechecked the categorized and coded keywords and phrases for accuracy, and the results were analyzed based on the generated codes.



**Figure 1.** Relationship between Themes and Codes

### **Validity and Realibility of the Instruments**

When considering the methodologies utilized in assessing reading comprehension, it is said that there is no singular optimal approach to evaluating reading comprehension, and no method can fully achieve all the objectives of assessment (Alderson, 2000). Each testing technique possesses its own set of advantages, <sup>Results</sup> and weaknesses, and limitations. Alderson (2000) highlights the prevalence of multiple-choice test items in the assessment of reading comprehension due to their ability to regulate the cognitive processes of test-takers during their responses. He stated that multiple-choice tests have been commonly used as a means of assessing reading comprehension in several academic fields, mostly due to their simplicity and uniformity. Therefore, a multiple-choice test was selected for the comprehension test. The tests were selected from the website of the British Council English Learning (<https://learnenglish.britishcouncil.org>) and are shown in Appendices A and B. The reading test administered was a component of the English level examination, which is a standardized assessment designed for ESL/EFL learners aspiring to pursue further education in the United Kingdom. The English level examination tests that have been used for a long time demonstrate a high level of reliability and validity (Kamasak et al., 2020). The selected passages for reading comprehension tests were B-level English and were evaluated primarily for readability through the Flesch Kincaid Readability Test, as shown in Table 8.

**Table 8.** *Reliability Characteristics of Reading Passages*

<b>Text Characteristics</b>	<b>Comprehension Test 1*</b>	<b>Comprehension Test 2**</b>
Flesch Reading Ease:	58.2	59
Flesch Kincaid Grade Level:	9	9.6
Passive sentences:	4.5%	12.5%

\* Reading comprehension test for watching a video clip as a pre-reading activity

\*\* Reading comprehension test for discussion as a pre-reading activity

The standard score for Flesch Kincaid Grade Level is between 1 and 12, which shows the grade of the English text, and the standard score of the Flesch Reading Ease is categorized between 0 and 100 as follows (ReadabilityFormulas.com):

- 0-29: very confusing
- 30-49: difficult
- 50-59: fairly difficult
- 60-69: standard,
- 70-79: fairly easy
- 80-89: easy
- 90-100: very easy

The results of Table 8 indicate that both texts were at the same level of English and had the same Flesch reading ease score.

Furthermore, the validity of the interview was improved by sending the questions to experts in the field for review to make the interview more reliable and acceptable. Based on their feedback, revisions were made in interview questions and they got ready for data collection.

In addition, the process of creating and carrying out pilot research is critical in determining the applicability and relevance of data gathering tools. As a result, a pilot study was carried out with a group of students who shared similar characteristics with the study group to see if there were any missing or unclear aspects in the comprehension test, reading fluency test, and post-experiment interview.

## CHAPTER FOUR

### Results and Discussion

In this chapter, the results of the reading comprehension test, reading fluency test, and post-experiment interview are presented, analyzed, and discussed.

The study aimed to compare the effects of two pre-reading activities (watching video clips and pre-reading discussions) on the reading skills of B1 EFL students. Meanwhile, the other purpose of the study was to investigate the feelings and opinions of the participants toward those pre-reading activities. In line with these aims, the study sought answers to the following questions:

1. Which of the two pre-reading activities (watching videos and discussions) is more effective in improving the reading skills of EFL learners?
  - a. Which of the two pre-reading activities is more effective in improving the reading comprehension of EFL learners?
  - b. Which of the two pre-reading activities is more effective in improving the oral fluency of EFL learners?
2. What do EFL learners feel about the two pre-reading activities (watching videos and pre-reading discussions)?

Considering the mentioned research questions, the data were gathered and analyzed, and the results are presented as follows:

#### Results for Reading Comprehension

Since the assumption for using a paired samples t-test is provided (one group of participants and a normal distribution), the paired t-test analysis was performed to compare the comprehension test scores of participants for watching video clips and participating in discussion as pre-reading activities. The results of the parried-samples t-test are presented as follows:

**Table 9. Paired Samples Statistics for Reading Comprehension**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Discussion	7.5	20	1.82	.407
	Watching video	6.75	20	1.62	.362

For the comprehension test results of discussion as a pre-reading activity, Table 9 shows that the mean score is 7.5. The sample size (N) is 20, indicating no missing participants. The standard deviation is 1.82, which measures the variability or spread of the scores around the mean, and the standard error of the mean (SEM) is 0.40717, representing the average amount of error in estimating the population means based on the sample mean.

Similarly, for the comprehension test result of watching videos as a pre-reading activity, Table 9 shows that the mean score is 6.75. The sample size (N) is also 20. The standard deviation is 1.62, indicating a lower degree of variability compared to the discussion, and the standard error of the mean (SEM) is 0.36183.

**Table 10. Paired Samples Test for Reading Comprehension**

		Paired Samples t-Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	SD	SDE	95% Confidence Interval of the Difference				
		Mean	SD	Mean	Lower	Upper			
Pair 1	Discussion- Watching video	.075	2.43	.54	-.39	1.89	1.383	19	.183

Description of the Paired Samples Test Chart (Table 10):

- **Mean:** The difference between the averages is 0.75.
- **Std. Deviation (SD):** The standard deviation is 2.42.
- **Std. Error Mean (SDE):** The standard error of the mean is 0.54.
- **95% Confidence Interval of the Difference:** In the 95% confidence interval, the difference between the means can be the lowest at -0.38 and the highest at 1.88.
- **t:** t score is 1.381.
- **df:** Degree of freedom is 19. The degrees of freedom were calculated as (number of samples - number of groups = 20-1).

- **Sig. (2-tailed):** The p-value associated with the t-test is 0.183. This indicates that the observed mean difference is statistically not significant since  $p > 0.05$ . Therefore, the difference between the mean scores of reading comprehension test for pre-reading discussion and the mean scores of participants in the reading comprehension test for pre-reading watching video is not significantly different from each other.

As shown in Table 10, according to paired sample t-test results, participants' mean reading comprehension scores after pre-reading discussion ( $\bar{X} = 7.5$ ,  $SD = 1.82$ ) are statistically higher than the participants' mean reading comprehension scores after pre-reading watching video ( $\bar{X} = 6.75$ ,  $SD = 1.62$ );  $t(19) = 1.383$ ,  $p > .05$ . These results suggest that there is not a significant difference between the participants' mean reading comprehension scores after pre-reading discussion and the participants' mean reading comprehension scores after pre-reading watching video. Meanwhile, since the p-value is greater than the significance level ( $p = 0.188 > 0.05$ ), we can accept the null hypothesis and conclude that there is not a significant difference between implementing discussion and watching video clips as pre-reading activities for EFL students' reading comprehension.

### Results for Oral Reading Fluency

Since the assumption for using paired samples t-test is provided (one group participants and normal distribution), a paired samples t-test analysis was performed to compare the oral fluency test scores of participants for watching video clips and participating in discussion as pre-reading activities. The results of the paired-samples t-test is presented in Table 11:

**Table 11.** Paired Samples Statistics for Oral Reading Fluency

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Discussion	136.3	20	13.36	2.99
	Watching video	121.4	20	17.99	4.02

For the oral fluency test result of discussion as pre-reading activity the Table 11 shows that the mean score is 136.3. The sample size (N) is 20, indicating no missing participants. The standard deviation is 13.36, which measures the variability or spread of the scores around the mean, and the standard error of the mean (SEM) is 2.9877, representing the average amount of error in estimating the population means based on the sample mean.

Similarly, for oral fluency test result of the watching video as a pre-reading activity the Table 11 shows that the mean score is 121.4. The sample size (N) is also 20. The standard deviation is 17.99, indicating a higher degree of variability compared to the discussion, and the standard error of the mean (SEM) is 4.0232.

**Table 12.** Paired Samples t-Test for Oral Reading Fluency

		Paired Samples t-Test							
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	SD	SDE Mean	Lower	Upper			
Pair 1	Discussion-Watching	14.9	23.13	5.17	4.07	25.72	2.881	19	.010

Description of the Paired Samples Test Table (Table 12):

- **Mean:** The difference between the averages is 14.9.
- **Std. Deviation (SD):** The standard deviation is 23.13.
- **Std. Error Mean (SDE):** The standard error of the mean is 5.17.
- **95% Confidence Interval of the Difference:** In the 95% confidence interval, the difference between the means can be the lowest at 4.07 and the highest at 25.72.
- **t:** t score is 2.881.
- **df:** Degree of freedom is 19. The degrees of freedom were calculated as (number of samples - number of groups = 20-1).
- **Sig. (2-tailed):** The p-value associated with the t-test is 0.01. This indicates that the observed mean difference is statistically significant, since  $p < 0.05$ . Therefore, the difference between the mean scores of reading comprehension test for pre-reading discussion and the mean scores of participants in reading comprehension test for pre-reading watching video are significantly different from each other.

The analysis conducted using a paired sample t-test aimed to investigate whether there is a difference between the reading comprehension level of EFL students after implementing discussion and watching video as pre-reading activities.

As shown in Table 12, according to paired sample t-test results, participants' mean of oral fluency test scores after pre-reading discussion ( $\bar{X}$  = 136.30, SD = 13.36) is statistically

higher than the participants' mean of oral fluency test scores after pre-reading watching video ( $\bar{X} = 121.4$ ,  $SD = 17.99$ );  $t(19) = 2.881$ ,  $p < .05$ . These results suggest that there is a significant difference between the participants' mean of oral fluency test scores after pre-reading discussion and the participants' mean of oral fluency test scores after pre-reading watching video. Meanwhile, the p-value is lower than the significance level ( $P = 0.01 < 0.05$ ). Therefore, we can reject the null hypothesis and conclude that there is a significant difference between implementing discussion and watching video clip as pre-reading activities on reading comprehension of EFL students.

### **Post-Experiment Results**

After completing the two sessions for reading comprehension and oral reading fluency skills, a written interview (Appendix D) was conducted to investigate the second research question, "What do EFL learners feel about the two pre-reading activities?" Based on the second research question, a structured written interview was organized to get the opinions and feelings of participants toward pre-reading activities. The written questions were given to each participant, and they were asked to write their answers. 15 out of 20 participants participated in the interview session. The participants were asked to give their opinion regarding both pre-reading activities (watching video clip before reading and pre-reading discussion).

The themes acquired by the researcher are: (1) learners' attitudes toward pre-reading activities; (2) pre-reading activities and reading comprehension; and (3) pre-reading activities and reading fluency.

#### ***Learners' Attitudes Toward Pre-Reading Activities***

This section presents the participants' beliefs and opinions toward the pre-reading activities. Regarding the first question of the interview, where the researcher asked the participants about what they liked about the pre-reading activities, almost all participants agreed that both pre-reading activities were interesting for them and they liked both activities. The participants believed the pre-reading activities were helpful for obtaining information and ideas regarding the topic before starting to read the text. Some of the answers regarding the general view of participants about the pre-reading activities are presented below.

*The experiment was useful for gaining knowledge and information, and it was not boring at all, which is important for me. (Participant 2)*

*Both were good and it was something new for me and a good experience. I like both activities. (Participant 5)*

*The exercises had many advantages for me, I could gain information, learn words and get different ideas about the topic before I started reading. It was really good for me. (Participant 5)*

*It was new for me. I didn't know that there are strategies to improve reading comprehension and reading fluency. I liked both strategies they were useful. (Participant 8)*

*The pre-reading activities were effective in improving my knowledge. I like them. (Participant 10)*

*I liked both activities, they were good and knowledgeable exercises to improve our reading skills. (Participant 13)*

*I think pre-reading activities were fun and interesting I enjoyed them. (Participant 14)*

Meanwhile, participants were asked to give their opinions regarding each pre-reading activity separately. The responses to the first interview question regarding the pre-reading discussion indicate that having a chance to participate in a discussion and hear the ideas of other participants is among the most favorite ideas regarding the discussion as a pre-reading activity. Most of the participants believed that participating in the discussion helped them gather more ideas about the topic that they were going to read and answer the questions.

*I liked the discussion because I could participate in it and ask my questions and get the idea of others. (Participant 1)*

*The discussion was good because we all spoke and I also spoke with my friends. (Participant 2)*

*For discussion what I like is the chance to talk and share our ideas so we get more and more information regarding the topic from other students also. (Participant 3)*

*The discussion was also good. Everyone participated and shared their point of view. There was some information that my friends shared in the class and helped me in answering the questions of the reading part. (Participant 7)*

*On the discussion day, I was too much active and it was fun for me. We exchange too many ideas. I liked both activities it was nice and not boring. (Participant 12)*

*I liked the discussion too much it become like a debate everyone was taking part. (Participant 14)*

Furthermore, the responses to the first interview question regarding the pre-reading watching video clip indicate that the video clip was interesting for the participants and they enjoyed watching it. Besides, the participants stated the video clip was informative for them.

*The video was interesting and I wanted to follow to get the story of the video. (Participant 1)*

*Watching was also good because it was a good subject and I got information from the video. (Participant 2)*

*For me the video was very nice and I like it because it was made of different parts and it was not boring and the subject was intersecting for me so I like it very much. (Participant 3)*

*The video was also good because it is visual and remains in my minds and I remembered much information when I was reading the passage. (Participant 4)*

*The video was very good and it was interesting because it was made of different videos so it was not boring. I like watching movies so I like the video too much. (Participant 6)*

*The watching clip was very interesting for me and it was not boring at all. I enjoyed watching the video especially because the topic was interesting. I am a teacher and it was about teaching so I liked it. (Participant 7)*

*I was very tired that day but the movie was interesting I could watch it without feeling bored. (Participant 12)*

*The movie was interesting and not boring at all. (Participant 12)*

Meanwhile, 2 out of 15 participants compared the video clip session to the discussion session and indicated that the discussion was more helpful for them.

*For me the video was very nice and I like it because it was made of different parts and it was not boring and the subject was intersecting for me so I like it very much. For discussion what I like is the chance to talk and share our ideas so we get more and more information regarding the topic from other students also. So, in my point of view, the discussion had more information than the video. (Participant 3)*

*I like the discussion more than the watching. Everyone was participating and talking, so, I got more information. (Participant 9)*

Regarding the second question of the interview, where the researcher asked the participants what they disliked about the pre-reading activities, 8 out of 15 participants stated that there was not any particular portion that they did not like about the pre-reading activities, and 1 of the participants did not answer question 2 of the interview. Some of the answers are presented as follows:

*There is not something that I do not like about the pre-reading activities. (Participant 3)*

*As I told it was a new experience for me and I liked both pre-reading activities. Nothing to dislike. (Participant 5)*

*Nothing to dislike for me. (Participant 7)*

*I like both pre-reading activities. I don't think there is something that I don't like. (Participant 8)*

*There was nothing I don't like about them. (Participant 14)*

*No dislike. I liked all parts. (Participant 15)*

Furthermore, 4 out of 15 students stated that they could not follow the video as it was hard for them to understand spoken English.

*The English of the video was hard to understand for me. (Participant 1)*

*Maybe, the English of the movie was hard for me to understand. (Participant 6)*

*For me, the video was a bit hard to understand all the talking. Maybe it was above my English Level. (Participant 9)*

*I think the language of the movie was hard to understand. They were talking fast and there were some words that I didn't know. (Participant 12)*

Moreover, 2 of the participants stated that the video clip as pre-reading activity was short. They also suggested that a longer video would help him more as a pre-reading activity.

*In my point of view, the video clip was short. (Participant 1)*

*The movie was short I think it should be longer. (Participant 2)*

Additionally, three of the participants stated the discussion was boring for them because they could not participate actively during the discussion session because some students talked more than others. They believed that they could not share their opinion as some other students were more active in the discussion session.

*The discussion was a little boring for me because some students talked a lot. (Participant 1)*

*For discussion, I think some students talked too much. And some did not get the chance to share their information. (Participant 2)*

*But for me the discussion was boring two students talked too much and I could not participate a lot. (Participant 10)*

### ***Pre-Reading Activities and Reading Comprehension***

This section presents the participants' beliefs and opinions toward the pre-reading activities and reading comprehension. Regarding the third question of the interview, where the researcher asked the participants about their opinion on how the pre-reading activities affected their reading comprehension, almost all participants agreed that the pre-reading activities were helpful for improving their comprehension skills. The participants stated that the information they gathered from the pre-reading activities helped them perform better in reading comprehension tests. Some of the responses are listed below:

*When I saw the reading paper, I felt I had overall an idea of the topic and I felt comfortable so it helped me concentrate more in reading and answering the questions. (Participant 1)*

*All my friends give me information about the topic and it helped me solve the questions better because I had information about the topic. The movie is also like that. It helped me get information before the reading and I had information when I was reading the reading. (Participant 2)*

*Both activities helped me get information about the topic that we read after that. So they were helpful for understating the reading better. (Participant 3)*

*Of course, both activities were helpful because we got information about the topic before we read it. They were helpful to me. (Participant 4)*

*I knew more words and more ideas about the topic when I started reading. It helped me perform better in doing the quiz. (Participant 5)*

*The pre-reading activities helped me feel more comfortable while doing the test. (Participant 7)*

*Because I watched the movie and we talked about the text before we started reading, I could understand the subject better when I was reading it. (Participant 10)*

*We discussed the topic before we started the test and when I started reading the test, I was familiar with the idea. Watching movies was also something, I was familiar with the sentences in the test when I was reading. (Participant 12)*

*Watching movie and discussion give me pre-reading information and overall, a general view of the topic so I was more confident while reading the text and answering the questions. (Participant 13)*

Moreover, 4 out of 15 participants stated that the discussion was more informative than the video for them. They believe the sharing of ideas from different participants helped them perform better in the reading comprehension test.

*For me, the discussion was more helpful for my comprehension. Because everyone talked there and said their idea, I get more ideas and that helped me solve the reading better. (Participant 1)*

*Especially discussion helped me better understating reading because I had more information. (Participant 2)*

*Participating in discussion helped me get opinions and information about the topic and that helped me do better in the test. I prefer discussion over watching movie. (Participant 9)*

*I think the discussion was more effective than watching video. (Participant 15)*

### ***Pre-Reading Activities and Oral Reading Fluency***

This section presents the participants' beliefs and opinions toward the pre-reading activities and reading comprehension. Regarding the fourth question of the interview, where the researcher asked the participants about their opinion on how the pre-reading activities affected their reading fluency, 11 out of 15 participants agreed that pre-reading activities were helpful for improving their oral fluency skills. The participants stated that the information they gathered from the pre-reading activities and recalling the words helped them perform better in the oral reading test.

*For reading faster, both activities were also helpful for in my point of view because I had an idea about the topics before reading aloud. So, most of the words were familiar to me while reading and it was easier to read faster. (Participant 3)*

*For fluency, the pre-reading activities were also helpful because we knew the topic. (Participant 4)*

*I think I read faster because the words were familiar to me. (Participant 6)*

*Again, because I had information about the topic and the words, I could read faster. (Participant 6)*

*When you have information about the test, you can read it faster; so, I could read faster. (Participant 6)*

*Knowing words helped me read faster. (Participant 13)*

*The words helped me read more fluently because I knew the words before starting to read aloud. (Participant 14)*

On the other hand, one of the participants stated that he does not know if watching the video clip improved his reading fluency or not but he was sure that the discussion helped him perform better in the oral reading fluency test.

*I don't know if watching helped me or not; but I am sure about discussion. Because I talked and discussed, I think it helped me more in my fluency. (Participant 1)*

Furthermore, 2 out of 15 participants were not sure how the pre-reading activities helped them perform better in oral fluency tests. And 1 of the participants did not answer this question.

*I do not know but I think I was reading faster in both than my normal reading. (Participant 2)*

*I don't know how it helped my fluency. (Participant 15)*

### ***Participants Suggestions***

At the end of the interview questions (question 5), the participants were asked if there was anything else that they would like to share with us regarding the study. Only three participants expressed their suggestions. Two of the participants suggested that the video clip as a pre-reading activity should be longer in duration.

*I think if the video becomes longer, it will be more helpful. (Participant 1)*

*I think the movie should be longer. (Participant 13)*

On the other hand, 1 of the participants stated that the duration of the video was long and it should be shorter.

*The timing of the movie was good but if it was a bit shorter it would be better. (Participant 14)*

From the interview results, it can be stated that the participants were happy with the pre-reading activities, and they believed the pre-reading activities helped them improve their reading comprehension and fluency.

### **Discussion**

Learning a new language means getting better at reading, writing, speaking, and listening. Among other skills, reading is thought to be one of the most important because it is the key to learning new things and getting better at languages. As English continues to be the most widely spoken language around the world, English as a Foreign Language (EFL) learners are becoming more and more aware of how important it is to learn how to read well. To get

better at reading, we need to work on our ability to understand what we read. Pourhosein Gilakjani and Sabouri (2016) says that comprehension skills are linked to being able to figure out what a text means. It can be hard to understand these texts because they not only use words you do not know but also sometimes talk about foreign ideas and cultures (Maghsoudi, 2012).

Reading comprehension, on the other hand, is the ability to understand what words mean and to think about what the piece is about (Somadayo et al., 2011). Meanwhile, when learning English as a foreign language (EFL), being able to understand what you read is a big part of becoming fluent. Moreover, reading fluency means being able to understand what you're reading while you're talking about it. A proficient reader should be able to read quickly and understand what they are reading (Samuels, 2006). To improve these reading skills, teachers have used pre-reading tasks to help students advance their reading skills in order to deal with these problems. Pre-reading activities are tasks and exercises that students do before reading a text in order to get them ready to understand it well. Pre-reading tasks are a good way to improve reading skills because they help readers learn more about the world around them, which is important for understanding what they read (Carrell, 1984). Not only do pre-reading tasks help readers prepare for the ideas that will come next, but they also make it easier and more fun for them to make connections between new ideas and things they already know (Mihara, 2011).

The goal of this study is to look at and compare how EFL learners' reading skills change when they are implemented by watching video clips before reading and participating in pre-reading discussions. In this part of the thesis, the results of the analyses are discussed, considering the statistical results and post-experiment results. Based on the research questions, the results are discussed in two sections. In section one, the first research question, which is focused on comparing the effect of watching videos and discussions as pre-reading activities on the reading skills of EFL learners, is presented, and in section two, the second question, which is focused on the feelings and opinions of EFL learners about the two pre-reading activities (watching videos and pre-reading discussions), is discussed.

### ***Discussion of the First Research Question***

In this section, the researcher looked at the statistical results of the reading comprehension test and the reading fluency test. The findings of the reading comprehension tests indicate that the scores of participants in the comprehension test after implementing a video clip as a pre-reading activity and the scores of participants in the comprehension test after implementing discussion as a pre-reading activity are humongous and not significantly different. On the other hand, it was found that the performance of the participants after

implementing discussion as a pre-reading activity was slightly better than the performance of participants after implementing a video clip as a pre-reading activity.

Reading comprehension in EFL learners can be affected by a number of parameters, such as the vocabulary used in the reading passage, the structure of the paragraphs, and the reader's knowledge of the subject of the text (Uysal, 2011). Among all parameters, the background knowledge of the reader regarding the topic is the most important governing factor in the reader's reading comprehension ability (Ferlazzo & Hull-Sypnieski, 2018). Ferlazzo and Hull-Sypnieski (2018) stated that if teachers want students to be able to read a text well, they need to help students use their past knowledge, which includes things like vocabulary, previous knowledge about the topic, and making links to the new topic. Therefore, for successful reading, the readers should be able to connect the text's content and framework to what they already know. It can be said that doing a pre-reading task before reading the text might help the reader bring up past knowledge about the text and make it easier to understand the context. Among the pre-reading activities Pre-reading discussion is one of the popular strategies for activating background knowledge, in which students can talk about what they already know, get interested in the topic, and think more critically. Fathman (1990) claims that discussions can help students analyze the topic and think about it from different points of view, which can improve their ability to think critically about the text that they are going to read. Furthermore, Guthrie and Wigfield (2000) express that discussions can help students figure out and clarify what they think about the topic, which can help them connect with the text. Moreover, watching video clips as a pre-reading activity has been an increasingly popular medium for improving reading skills, and it has been found to be an excellent tool for developing reading abilities among EFL learners (Jeng et al., 2009). Watching videos before reading can provide students with visual assistance and context that can assist them in comprehending and remembering material (Branigan & Pickering, 2017). In addition, students may find it easier to visualize a topic by watching related video clips and drawing connections between what they see and what they will read (Moreira & Nejmeddinne, 2015). It can be concluded that both pre-reading activities (watching a video clip and discussion) are popular and effective pre-reading activities for improving the reading skills of learners, but as part of activating or building previous knowledge, a pre-reading practice is more helpful in developing the learners' reading comprehension because it can help readers bring up their background knowledge regarding the topic and learn new words linked to the text. Therefore, the statistical results of the reading comprehension test can be justified by stating that the discussions as a pre-reading activity can be slightly more effective in bringing up the background knowledge of the participants, as the

participants can share their ideas in a group and can improve their knowledge by getting the ideas and opinions of the other participants. On the other hand, watching video clips is limited to the content of the video only, and the participants' knowledge is not shared in this type of pre-reading activity.

For the oral reading fluency test results, which are summarized in Table 17, it can be seen that the scores of participants in the oral reading fluency test after implementing a video clip as a pre-reading activity and the scores of participants in the oral reading fluency test after implementing discussion as a pre-reading activity are significantly different. Meanwhile, the results indicate that the performance of the participants in the oral reading fluency test after implementing discussion as a pre-reading activity was significantly better than the performance of participants after implementing a video clip as a pre-reading activity.

Samuels (2006) defines oral reading fluency as the capacity to comprehend the text while speaking. Reading fluency is achieved through reading fast, correctly, and decoding textual passages, all of which help readers become more proficient readers. Reading comprehension and fluency have been connected in several studies (Rasinski et al., 2005; Bashir & Hook, 2009; Paige, 2011), which state that fluent readers are better able to concentrate on comprehension because they are less concerned about word-by-word reading and decoding issues. Fluent readers can read more fluently and easily, which helps them comprehend and remember the information offered in the text. On the other hand, struggling readers frequently struggle with both comprehension and fluency. They could have trouble decoding words, which would make reading laboriously slow. This may lead to a lack of fluency, which makes it challenging to understand and recall the content.

The relationship between reading comprehension and oral reading fluency justifies the results of the statistical analysis of oral reading fluency, which states that participants who implemented pre-reading discussions performed better than those who implemented video clips as pre-reading activities. In both tests, the results of the pre-reading discussion session were superior to the pre-reading video clip session's results. It was seen that the effect of pre-reading discussion on oral reading fluency was more significant and effective than on reading comprehension skills.

Participation in the discussion, talking during the discussion session, learning new words from the other participants, and being in touch with the ideas and opinions of the other participants during the discussion can be the reasons behind performing better in the oral reading fluency test after pre-reading the discussion. On the other hand, during watching a video clip as a pre-reading activity, the participants were silent and were only watching and listening

to the video clip, which might be the reason behind the difference in their performance in the oral fluency test.

### ***Discussion of the Second Research Question***

In this section, the researcher looks at the second research question, which covers the opinions and feelings of participants toward the two pre-reading activities. As it was seen in the post-experiment interview results, most of the participants seemed positive about the pre-reading activities. The participants believed that the pre-reading activities were interesting and helpful for them. The results of the interview as a post-experiment investigation indicate that almost all participants stated that both pre-reading activities were effective for their reading comprehension.

Moreover, the responses to the interview questions indicate that having a chance to participate in a discussion and hear the ideas of other participants is one of the features participants liked about the discussion as a pre-reading activity. Most of the participants believed that participating in the discussion helped them gather more ideas about the topic that they were going to read and answer the questions. Furthermore, the responses to the interview question regarding the pre-reading and watching of the video clip indicate that the video clip was interesting for the participants and they enjoyed watching it. There were some participants who preferred discussion over watching videos as pre-reading activities. In this case, two of the participants stated that the discussion session was more useful and effective than the video clip session.

Furthermore, almost all participants agreed that the pre-reading activities were helpful for improving their comprehension and oral reading fluency skills. The participants stated that the information and knowledge they obtained from the pre-reading activities and recalling the words helped them perform better in the reading comprehension and fluency tests.

On the other hand, 4 out of 15 participants compared the video clip and discussion as pre-reading activities and declared that the discussion was more informative than the video for them. They believe the sharing of ideas from different participants helped them perform better in the reading comprehension test. Moreover, two of the participants stated that the video clip as a pre-reading activity was short in duration, and one of the participants stated that the time of the video clip was short, and he believes if it had been a longer video, it would have helped him more as a pre-reading activity. Furthermore, two out of 15 participants were not sure how the pre-reading activities helped them perform better in the oral fluency test. Understanding the language of the video was another issue that four of the participants declared in their answers.

They stated that they could not follow the video as it was hard for them to understand spoken English. Additionally, three of the participants stated the discussion was boring for them because they could not participate actively during the discussion session because some students talked more than others. They believed that they could not share their opinion as some other students were more active in the discussion session.

Finally, at the end of the interview, participants were asked if they would like to share anything else regarding the study. Only three participants expressed their suggestions. Two of the participants suggested that the video clip as a pre-reading activity should be longer in duration. On the other hand, one of the participants stated that the duration of the video was long and should be shorter.



## CHAPTER FIVE

### Conclusion

This study aimed to investigate the effects of two pre-reading activities: watching video clips before reading and pre-reading discussion, on EFL students' reading skills. The study was designed to compare the effects of the mentioned pre-reading activities as well as their impact on EFL students' reading comprehension and fluency. In addition, the study was intended to explore the opinions and feelings of participants toward the pre-reading activities.

To explore the effect of the mentioned pre-reading activities on reading comprehension of the EFL students a mixed-method design that uses both quantitative and qualitative data was used as the method for collecting the data in this study. A group of 20 B1-Level EFL students were selected from a private language center in Erzurum as the participants of the investigation. The data was collected through reading passages for reading comprehension tests, voice recording for reading fluency tests, and a written interview for post-experiment investigation.

The finding indicates that discussion as a pre-reading activity was more effective in improving the reading comprehension and oral reading fluency of B1-level EFL learners than watching video clips as pre-reading activity. It was found that the participants performed better in both the reading comprehension test and the oral reading fluency test after the implementation of the discussion as a pre-reading activity. However, the results for the reading comprehension test indicate that the difference between the scores of the participants after participating in a pre-reading discussion and the scores of the participants after watching a video clip as a pre-reading activity was slightly improved but not significantly. On the other hand, the results for the oral reading fluency test indicate that there was a significant improvement in the performance of the participants after participating in a pre-reading discussion rather than watching a video clip as a pre-reading activity in terms of oral fluency skill.

Additionally, the results of the post-experiment interview indicate that the participants were happy with the pre-reading activities. They stated that the activities were interesting and even a good experience for some of them. The participants believed that both pre-reading activities were effective in improving their reading comprehension and oral reading fluency.

Finally, it can be concluded that discussion as a pre-reading activity was slightly better at improving the reading comprehension of EFL students and significantly better at improving

their oral reading fluency than watching video clips as a pre-reading activity. In addition, the EFL learners looked positive toward the pre-reading activities.

### **Implications of the Study**

Pre-reading activities have been identified as an effective means of improving reading comprehension in EFL students, but there is a need for more research to determine which types of pre-reading activities are most effective and have the most significant impact on the reading skills of L2 learners. In light of the results of this thesis, teachers can learn more about how pre-reading activities help EFL learners improve their reading comprehension and fluency through pre-reading exercises. In addition, as a result of close observation, the researcher can gain new knowledge from this investigation and comprehend the advantages or functions of pre-reading activities in Turkish EFL learners' English reading skills. Meanwhile, this study will provide valuable insights for EFL teachers on how to design effective pre-reading activities for their students. Teachers can use the findings of this study to develop and implement pre-reading activities that are tailored to the needs and abilities of their students. This, in turn, can lead to improved reading skills and academic success for EFL students. The study's findings can help learners become better readers, especially in English reading comprehension and fluency, and give them experience in the learning process through pre-reading exercises. Furthermore, the study will contribute to the existing literature on pre-reading activities and reading skills of EFL learners, and the findings of this study will add to the body of knowledge on the effectiveness of pre-reading activities for L2 reading of EFL students and can serve as a basis for further research in this area.

### **Limitation of the Study**

The study's duration and sample size may have influenced the outcomes. A short-term study with a relatively small sample size may not fully capture the long-term effects and variations in reading skill development. A larger sample size would provide more accurate results and help determine the extent of the effects of pre-reading activities on the reading skills of EFL students.

### **Suggestion for further research**

The study compares the effects of two pre-reading activities (watching a video clip and participating in a discussion) on the reading skills of B1-level EFL learners. Further research can be suggested covering the comparison of other types of pre-reading activities, as the

literature indicates that there are limited investigations on the comparison of other types of pre-reading activities.

Moreover, the study is limited to the B1 level of EFL students. More investigations can be suggested for other levels of EFL students.

Finally, a long-term investigation with a larger sample of participants would be suggested for further investigations.



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## APPENDICES

### Appendix A: Comprehension Test for Watching Video as the Pre-reading Activity

A Post-Test to Determine the Effect of Watching Video Clips as Pre-Reading Activity  
on Reading Comprehension of EFL Students

**Date:**

**Gender:**  M  F

**Age:**

Read the passage and answer the questions

#### **Robot teachers**

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 percent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not ‘Will robots replace teachers?’ but ‘How can robots help teachers?’ Office workers can use software to do things like organise and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

### **Task 1**

Choose the best answer.

1. It's easy to think robots .....

  - a. will replace people even if we don't like the idea.
  - b. are more capable than people and it's true.
  - c. can do less than people but it's not always true.

2. Anthony Seldon thinks teachers in the future will .....

  - a. help robots in class.
  - b. teach knowledge to students.
  - c. no longer exist.

3. Robots will probably never .....

  - a. have human understanding of emotions.
  - b. be a popular choice for teachers.
  - c. be intelligent enough to work in education.

4. Some parts of the world ...

  - a. pay robots to teach.
  - b. already use robots in teaching jobs.
  - c. have a shortage of teachers.

5. Teachers ...

  - a. work harder than office workers.
  - b. have less help than office workers.
  - c. leave their jobs to become office workers.

6. Robots could ...

- a. empathise with students.
- b. mark homework.

1. Most jobs seem as if they can be done by robots or computers.	True	False
2. Robots are always better at diagnosing illness than doctors.	True	False
3. Many experts agree robots will replace teachers by 2027.	True	False
4. One advantage of robot teachers is that they don't need to rest.	True	False
5. Robot assistants could help teachers by marking homework.	True	False
6. Some teachers use robots to reduce their time answering emails and marking homework.	True	False

c. prepare lessons.

## Task 2

Are the sentences true or false?

### Answer keys

#### Task 1

- 1. c
- 2. a
- 3. a
- 4. c
- 5. b
- 6. b

#### Task 2

- 1. False
- 2. False
- 3. False
- 4. True
- 5. True
- 6. False

## Appendix B: A Comprehension Test for Discussion as the Pre-reading Activity

A Post-Test to Determine the Effect of Discussion as Pre-Reading Activity on Reading Comprehension of EFL Students

**Date:**

**Gender:**  M  F

**Age:**

Read the article and answer the questions

### Social media influencers

It is estimated that about 40 percent of the world's population use social media, and many of these billions of social media users look up to influencers to help them decide what to buy and what trends to follow.

What is an influencer and how do we become one?

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g., fashion, travel or technology. Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.

*1. Choose your niche:* What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

*2. Choose your medium and write an interesting bio:* Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your specialty

area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

*3. Post regularly and consistently:* Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

*4. Tell an interesting story:* Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.

*5. Make sure people can easily find your content:* Publicize your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point writing the most exciting blogposts or posting the most attractive photographs if no one is going to see them.

Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!

### **Task 1**

Choose the best answer.

1. A social media influencer is not someone who .....

  - a. is an expert in a particular area.
  - b. pays their followers to buy products.
  - c. has many followers who pay attention to their opinions.

2. Companies want to use influencers to help .....

  - a. sell their products to their followers.
  - b. write their blogposts.
  - c. design their websites.

3. If you want to be an influencer, your bio on your social media account shouldn't ...

  - a. say who you are.
  - b. talk about your niche area.
  - c. be the same as other people's bios.

4. You should make sure that you post ...

  - a. every day for the first month and then once a month after that.

- b. about similar subjects.
- c. about all sorts of different things.

5. You can make sure that people find your post by ...

- a. using hashtags.
- b. using different social media to link to your post.
- c. doing all of the above.

6. What should the title of this blogpost be?

- a. Five ways to influence people
- b. Five tips on becoming a social media influencer
- c. Five tips on making money as an influencer

1. An influencer needs to know about as many topics as possible, e.g. fashion, travel, technology, etc.	True	False
2. Companies are paying some influencers up to \$25,000 to post about their products.	True	False
3. Most influencers write regular posts on their blogs or micro-blogs.	True	False
4. You can chat with your followers using your bio.	True	False
5. Your posts should not only be attractive but should tell a story.	True	False
6. You can become a social media influencer in a short time.	True	False

## Task 2

Are the sentences true or false

### Answer keys

#### Task 1

- 1. c
- 2. a
- 3. c

#### Task 2

- 1. False
- 2. True
- 3. True

4. c

4. False

5. c

5. True

6. c

6. False

### **Appendix C: Discussion Contents**

Some of the questions which will be discussed as pre-reading activity are as follow:

Do you use social media platforms?

Which platform do you use the most?

How many hours per day do you spend in social media?

Do you post contents in social media?

Do you follow famous people on social media platforms?

Do you know what an influencer in social media is?

According to you what specifications should a good influencer have?

Have you ever thought to be an influencer?

## Appendix D: Interview Questions

Post-experiment Interview Regarding the Pre-Reading Activities.

First of all, I would like to thank you for taking part in this study and in the interview. Your opinion regarding the pre-reading activities (*Watching video clip before reading and pre-reading discussion*) we have investigated in this study are important for the study. There are some questions I have prepared for the interview and I would be happy to get your opinion by requesting you to answer the questions. You can answer the questions in English or Turkish.

Öncelikle bu çalışmaya ve görüşmeye katıldığınız için teşekkür ederim. Bu çalışmada incelediğimiz okuma öncesi etkinlikler (*Okumadan önce video klip izleme ve okuma öncesi tartışma*) ile ilgili görüşleriniz çalışma için önemlidir. Görüşme için hazırladığım bazı sorular var ve soruları cevaplamanızı isteyerek fikrinizi almaktan memnuniyet duyarım. Soruları İngilizce veya Türkçe olarak cevaplayabilirsiniz.

Gender:  M  F

Age:.....

Education Level: .....

Occupation: .....

1. What did you like about the pre-reading activities? Please specify your answer for each pre-reading activity separately. (Okuma öncesi etkinliklerle ilgili neyi beğendiniz? Lütfen her okuma öncesi etkinliği için cevabınızı ayrı ayrı belirtiniz.)
2. What did you dislike about the pre-reading activity? Please specify your answer for each pre-reading activity separately. (Okuma öncesi etkinliklerle ilgili neyi beğenmediniz? Lütfen her okuma öncesi etkinliği için cevabınızı ayrı ayrı belirtiniz.)
3. How did the pre-reading activity affect your reading comprehension? Please specify your answer for each pre-reading activity separately. (Okuma öncesi etkinlikler okuduğunuzu anlamamanızı nasıl etkiledi? Lütfen her okuma öncesi etkinliği için cevabınızı ayrı ayrı belirtiniz.)
4. How did the pre-reading activity affect your oral reading process? Please specify your answer for watching video clip before reading and pre-reading discussion separately. (Okuma öncesi etkinlikler sözlü okuma sürecinizi nasıl etkiledi? Lütfen her okuma öncesi etkinliği için cevabınızı ayrı ayrı belirtiniz.)

5. Is there anything else that you would like to share with us regarding the study?  
(Çalışmayla ilgili bizimle paylaşmak istediğiniz başka bir şey var mı?)



## Appendix E: SPSS Output for Comprehension Test

### Explore

#### Notes

Output Created		08-AUG-2023 03:26:35
Comments		
Input	Data	C:\Users\Jamshid\Desktop\Lida Thesis\Analysis\SPSS-2\Comprehension-Test.sav
	Active Dataset	DataSet1
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		EXAMINE VARIABLES=Discussion Watching /PLOT BOXPLOT HISTOGRAM NPLOT /COMPARE GROUPS /STATISTICS DESCRIPTIVES /INTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:02.11
	Elapsed Time	00:00:02.13

#### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Discussion	20	100.0%	0	0.0%	20	100.0%
Watching	20	100.0%	0	0.0%	20	100.0%

**Descriptives**

		Statistic	Std. Error	
Discussion	Mean	7.5000	.40717	
	95% Confidence Interval for Mean	Lower Bound	6.6478	
		Upper Bound	8.3522	
	5% Trimmed Mean	7.4444		
	Median	7.0000		
	Variance	3.316		
	Std. Deviation	1.82093		
	Minimum	5.00		
	Maximum	11.00		
	Range	6.00		
	Interquartile Range	2.50		
	Skewness	.262	.512	
	Kurtosis	-.686	.992	
	Watching	Mean	6.7500	.36183
95% Confidence Interval for Mean		Lower Bound	5.9927	
		Upper Bound	7.5073	
5% Trimmed Mean		6.7222		
Median		7.0000		
Variance		2.618		
Std. Deviation		1.61815		
Minimum		4.00		
Maximum		10.00		
Range		6.00		
Interquartile Range		1.00		
Skewness		.450	.512	
Kurtosis		.432	.992	

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Discussion	.158	20	.200*	.922	20	.111
Watching	.239	20	.004	.910	20	.063

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

T-TEST PAIRS=Discussion WITH Watching (PAIRED)  
/CRITERIA=CI(.9500)

/MISSING=ANALYSIS.

## T-Test

### Notes

Output Created	08-AUG-2023 03:27:20	
Comments		
Input	Data	C:\Users\Jamshid\Desktop\Lida Thesis\Analysis\SPSS-2\Comprehension-Test.sav
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST PAIRS=Discussion WITH Watching (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Discussion	7.5000	20	1.82093	.40717
Watching	6.7500	20	1.61815	.36183

### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Discussion & Watching	20	.009	.970

### Paired Samples Test

		Paired Differences			95% Confidence ...
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	Discussion - Watching	.75000	2.42520	.54229	-.38503

Paired Samples Test

		Paired ...	t	df	Sig. (2-tailed)
		95% Confidence Interval of the ...			
		Upper			
Pair 1	Discussion - Watching	1.88503	1.383	19	.183

## Appendix F: SPSS Output for Oral Fluency Test

### Explore

Notes		
Output Created		08-AUG-2023 03:29:57
Comments		
Input	Data	C:\Users\Jamshid\Desktop\Lida Thesis\Analysis\SPSS-2\Fluency-Test.sav
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		EXAMINE VARIABLES=Discussion Watching /PLOT BOXPLOT HISTOGRAM NPLOT /COMPARE GROUPS /STATISTICS DESCRIPTIVES /INTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:04.75
	Elapsed Time	00:00:03.31

[DataSet1] C:\Users\Desktop\Lida Thesis\Analysis\SPSS-2\Fluency-Test.sav

#### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Discussion	20	100.0%	0	0.0%	20	100.0%
Watching	20	100.0%	0	0.0%	20	100.0%

**Descriptives**

		Statistic	Std. Error	
Discussion	Mean	136.3000	2.98778	
	95% Confidence Interval for Mean	Lower Bound	130.0465	
		Upper Bound	142.5535	
	5% Trimmed Mean	135.4444		
	Median	136.5000		
	Variance	178.537		
	Std. Deviation	13.36177		
	Minimum	117.00		
	Maximum	171.00		
	Range	54.00		
	Interquartile Range	13.50		
	Skewness	.867	.512	
	Kurtosis	1.125	.992	
	Watching	Mean	121.4000	4.02322
95% Confidence Interval for Mean		Lower Bound	112.9793	
		Upper Bound	129.8207	
5% Trimmed Mean		121.5000		
Median		122.0000		
Variance		323.726		
Std. Deviation		17.99240		
Minimum		86.00		
Maximum		155.00		
Range		69.00		
Interquartile Range		20.75		
Skewness		.130	.512	
Kurtosis		-.417	.992	

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Discussion	.135	20	.200*	.945	20	.303
Watching	.168	20	.139	.971	20	.777

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

T-TEST PAIRS=Discussion WITH Watching (PAIRED)  
/CRITERIA=CI(.9500)

/MISSING=ANALYSIS.

## T-Test

### Notes

Output Created	08-AUG-2023 03:31:00	
Comments		
Input	Data	C:\Users\Jamshid\Desktop\Lida Thesis\Analysis\SPSS-2\Fluency-Test.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST PAIRS=Discussion WITH Watching (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Discussion	136.3000	20	13.36177	2.98778
Watching	121.4000	20	17.99240	4.02322

### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Discussion & Watching	20	-.068	.777

### Paired Samples Test

		Paired Differences			95% Confidence ...
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	Discussion - Watching	14.90000	23.12643	5.17123	4.07650

Paired Samples Test

		Paired ...	t	df	Sig. (2-tailed)
		95% Confidence Interval of the ...			
		Upper			
Pair 1	Discussion - Watching	25.72350	2.881	19	.010

## Appendix G: Ethical Approval

T.C.  
ATATÜRK ÜNİVERSİTESİ  
SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU  
Eğitim Bilimleri Birim Etik Kurul Başkanlığı  
PROJE DEĞERLENDİRME FORMU

**Projenin/Çalışmanın Adı:** Danışmanlığını Dr.Öğr. Üyesi Mine YILDIZ'ın yürüttüğü yüksek lisans öğrencisi Lida AZİMİ'nin "Okuma Öncesi Aktiviteler Olarak Video İzleme ve Tartışmanın İngilizce Öğrenenlerin Okuma Becerileri Üzerindeki Etkisi" isimli yüksek lisans tez çalışması ile ilgili Etik Kurul uygunluk onay belgesi talep edilmesi.

Gönderildiği Tarih:05.07.2023

Teslim Tarihi: 05.07.2023

Değerlendirenin Adı Soyadı: Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığı Adına

**Prof. Dr. Ufuk ŞİMŞEK**  
Etik Kurul Başkanı

İmza :

**Bu Yüksek Lisans Tez uygundur:**

**Gerekçe/Açıklama:** Yapılacak çalışmada yaklaşım ve yöntemler dikkate alınarak, konu ile ilgili çalışmaların gerçekleştirilmesinde etik ve bilimsel açıdan herhangi bir sakınca bulunmamaktadır.

Bu Yüksek Lisans Tez uygun değildir:   
Gerekçe/Açıklama

## CURRICULUM VITAE

### PERSONAL INFORMATION

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**Name:** LIDA

**Surname:** AZIMI

### EDUCATION

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**High School:** Eiwad High School, Herat/Afghanistan

**Bachelor Degree:** Herat English Education Faculty, Herat/Afghanistan

**Master Degree:** Foreign Language Department/ English Language Teaching, Ataturk University, Erzurum/Türkiye

### SKILLS

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**Computer:** Office Programs (Microsoft Word, Excel, Outlook, PowerPoint);  
Operating Systems (Ms. DOS, Ms. Windows XP/Vista);  
IT Section (Hardware and Software installations and Troubleshooting);  
Security (Configuring Antivirus, Windows Firewall)

### LANGUAGES

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**Persian:** Native

**English:** Advance

**Turkish:** Advance