The Effects of Watching Videos in Pre-reading on EFL Learners' Reading Comprehension and Attitudes

Mahnaz Saeidi
Islamic Azad University, Tabriz, Iran

Heidar Ahmadi*
Islamic Azad University, Tabriz, Iran

Abstract

Schema theory explains how readers use their prior knowledge to comprehend passages. Viewing video clips in pre-reading appears to be a useful way to help students prepare for learning by providing audio-visual images of different topics. The present study investigated the effects of watching videos during a pre-reading stage on the reading comprehension of EFL students. This experimental study was carried out on two intact groups with 32 male students in each group over three months. The experimental group watched videos during the pre-reading stage followed by reading comprehension passages while the control group was taught conventionally. Two achievement tests were used as pre-test and post-test to investigate the effects of the treatment on the experimental group. An independent-samples T-test and paired samples T-test were applied to compare the results of the two groups and a questionnaire was used to check the students' attitudes toward the effectiveness of watching videos before reading. The results showed that the experimental group outperformed the control group (p=<.05) and also indicated that the participants had a positive attitude towards watching videos during the pre-reading stage. The results of the study suggest that watching videos as a pre-reading technique can be utilized by teachers in activating learners' background knowledge and by curriculum developers in planning and designing appropriate textbooks with related videos and films to improve learners' reading comprehension skills.

Keywords: Schema theory, pre-reading, reading comprehension, videos, attitudes

Introduction

As video projectors and smart boards are available in some schools, teachers are encouraged to utilize them in their teaching to be more effective in instructing their students by providing audio-visual materials. Once, films and videos were considered unimportant and time-consuming in the classroom and were just used for entertainment. It is evident that modern technology had almost no place in Iranian education settings in the past. At the same time, English teachers in Iranian high schools have generally had difficulties engaging students in reading activities; the reading comprehension passages that are in many of the required textbooks do not seem to be interesting to learners since they often have less background knowledge about the reading passages. This makes reading classes boring to them and they do not feel motivated to read. In contrast, videos are an enjoyable source of entertainment and language learning.

With this practical concern and informed by schema theory, which states that comprehension of a text is the result of an interactive process between the reader's background knowledge and the text (An, 2013), this study was conducted to shed light on how watching reading related video clips during the pre-reading stage can activate EFL learners' background knowledge to help boost their reading comprehension skills. Since efficient

**Email: heidarahmadi2012@gmail.com. Tel.: 09143914216. Address: Department of English Language and literature, Faculty of Foreign Languages, Islamic Azad University, Tabriz, Iran.*

comprehension requires the ability to relate the textual material to one's own knowledge and the goals of a pre-reading stage are to activate students' knowledge of a subject, provide any language preparation that might be needed for coping with the passage, and motivating learners to want to read the text (Celce-Murcia, 1991), videos can be used to activate their schemata because of involving their auditory and visual senses. Consequently, the purpose of this study is to investigate the impact of watching videos that are related to the reading passages in the students' textbook in pre-reading stage on reading comprehension. In other words, we investigate whether watching videos in pre-reading can help students perform significantly better than students who do not engage in pre-reading exercises or pre-read with a textbook. Further, we investigate students' attitudes so as to solve some of the existing problems in Iranian EFL learners' reading comprehension skill. In the following sections, we will first review the effects of using video materials in language teaching and the importance of pre-reading activities.

Video Materials in Language Teaching

So far, there has been considerable research on the effects of movies and films on the listening comprehension of EFL learners (Chung, 1999; Ginther, 2002; Gruba, 2006; Haghverdi & Vaezi, (n.d.); Latifi, Tavakoli, & Alipour, 2013; Ockey, 2007; Suvorov, 2008). Dehghani and Jowkar (2012) conducted a study on the impact of video projectors on EFL learners' listening comprehension and indicated that the use of video texts allows listeners to utilize the non-verbal components of communication that can assist them in processing and comprehending aural input. In this vein, Herron and Seay (1991) provided evidence that supports the feasibility of video-based, strategy-driven instruction in listening comprehension; in their research, the experimental group performed significantly better on the final tests of listening comprehension with both the video and the audio than did the control group in which no strategy training occurred. M. L. Chen's (2012) paper focused on the effects of integrating children's literature and DVD films into a college EFL class; it revealed that viewing films and discussing a children's fantasy novel significantly increased the scores of the experimental group on reading comprehension subtests over the control group with exposure to the textbook. The effect of video-based instruction on ESL/EFL students' language skills was investigated by Han (1994) and the results revealed that video-based instruction improves their communicative competence and their listening comprehension.

Mekheimer (2011) stated that videos contain interesting and contextual uses of language and they can be relevant to specific text types and textbooks. They can have their activating role in pre-reading stage in reading comprehension classes. In addition, Yang, Chen, and Jeng (2010) explained that viewing videos can relieve students from the boredom of traditional class language drills by the dynamics of various information such as the authentic setting, accents, posture, gestures, etc. of native speakers. Others have concluded that:

> Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language. (Herron, Cole, York, & Linden, 1998, p. 775)

Teaching with films and videos is recognized as a powerful communications medium by some educators (Golden, 2001; Moreira & Nejmeddine, 2015; Stoller, 1988). They can be combined with other learning resources and instructional strategies to perform a vital role in modern language teaching and learning contexts. Pre-reading is a useful strategy which prepares students to learn effectively in class because it makes them ready and motivated to comprehend the reading passages (Zhang, 2001).

Dikilitas and Duvenci (2009) stated that using computers in classrooms helps teachers to add multisensory elements like image, text, sound, video, and animation. Butler-Pascoe and Wiburg (2003) described video or image as the three-dimensional text. Today, many classrooms have monitors and video players available for teachers to utilize and incorporate into their lesson planning, and student feedback because the use of video clips

and films in language classrooms seems to be very positive (Brooke, 2003). However, the use of videos should be well integrated into classroom activities rather than be used as a time filler (Stoller, 1988). To achieve this goal, the focus should be on their activating role by applying them during a pre-reading stage to set the scene to learn language skills. There have been several studies conducted regarding using videos in English language teaching (ELT) classes (Golden, 2001; Hendershot, 2007; Houston, 2000; Kusumarasdyati, 2006; Moreira & Nejmeddine, 2015; Sherman, 2003), while very few studies have been done on their use in enhancing reading comprehension. For example, some researchers showed that videos can be used to enhance students' reading and communication skills at the university level in EFL classrooms (Ismaili, 2013; Mirvan, 2013; Weyers, 1999). Additionally, Marzban (2010) and Ponce, Lopez, and Mayer (2012) have demonstrated that the use of computer assisted educational techniques can help improve students' reading comprehension.

Rowland (2007) started using closed-caption videos to assist children with learning to read and concluded that video topics rich with the history and culture of the target language provide a meaningful context for language learning. Video technology plays a major role as a motivator for language development and helps students in acquiring language skills (Dorshomal, Gorjian, & Pazhakh, 2013). With the sheer volume of digital media available via the Internet, videos have been increasingly used to serve the needs of EFL learners (Jeng, Wang, & Huang, 2009).

The importance of Pre-reading Activities

In the pre-reading stage, students and teachers establish the purpose for reading and activate the students' prior knowledge of the topic. Teachers also try to create a context for learning. Generally, they use some teaching techniques in pre-reading to do so. However, research studies on literature review about pre-reading shows that very few studies have concentrated on the pre-reading stage with the watching video technique and how this mechanism affects reading comprehension. In an experimental study, P. S. Chen (2008) investigated the effect of pre-reading (studying or reading the learning materials before class) on understanding the lectures in class. The results revealed that this kind of pre-reading was beneficial to learners in order to comprehend key points and difficult concepts during the lectures since they had the required background knowledge.

The schemata, as stated by Rumelhart (1980), can represent knowledge at all levels-from ideologies and cultural truths to knowledge about the meaning of a word, to knowledge about what patterns of excitations are associated with what letters of the alphabet. To relate schema theory to reading comprehension, he further explains that readers use their schematic knowledge to comprehend passages. That is, the importance of schema theory to reading comprehension lies in how the reader uses schemata. Meanwhile, An (2013) also emphasized that the roles of Schema theory in comprehension cannot be ignored. Yousofi and Seidi (2015) stated that reading comprehension is what allows a reader to interact with a text in a meaningful way. Reading comprehension is the result of effective reading. In addition, King (2002) explains that effective reading is grounded in strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed, and visualization. Consequently, the key to improving weak reading comprehension is to confront and correct weak mental skills in these cognitive areas (Hoque, 2013). It can be achieved by using video clips which are important tools to activate students' prior knowledge and make students utilize their cognitive strategies in understanding reading comprehension.

Watching videos in pre-reading stage can activate learners' background knowledge about the reading passages, so it seems necessary to refer to schema theory as the theoretical background of this study. Various definitions has been given for schema theory by different scholars. For example, for Rumelhart (1980) it was an explanation of how readers use prior knowledge to comprehend and learn from text, whereas Barlett (1932) put it another way as "an active organization of past reactions or experiences" (p.201). It has been utilized in diverse fields in the history, for instance, Rumelhalt (1980) and Carrell (1988) introduced it in reading by discussing the important role of background knowledge in reading comprehension. Specially, it can be applied through pre-reading activities to activate learners' schemata. According to Urquhart and Weir (1998), schemata can be classified as: formal schemata, content schemata, linguistic schemata, and cultural schemata. Applying schema

theory to watching videos can be rationalized because it provides learners with content, linguistic, and cultural schemata.

Schema theory and the theory of computer assisted language learning (CALL) can better support the theoretical position of this study. According to Stockwell (2014), the theory of CALL consists of distributed cognition, situated action and a theory of language learning. That is, the theory of CALL originates from the role that technology plays in language learning and the theories of second language learning. The underlying idea behind situated action is that people will behave differently depending on the situation and the options available (Suchman, 2006). The concept of distributed cognition was first conceived by Hutchins (1995a) as a means of examining the real-world flow of representations in cooperative work settings. Since then, the concept has been expanded to include the way in which cognition occurs as a process that combines both internal and external memory and processing functions (Stockwell, 2014). Hutchins's view emphasized the external nature of human cognition, and he argued that, "…a complete theory of individual human memory would not be sufficient to understand that which we wish to understand because so much of the memory function takes place outside the individual" (1995b, p.286). That is to say, in many of the activities that happen in our daily lives, a large proportion of them take place as a combination of processes that take place within individuals and the tools that are used to facilitate these activities (Stockwell, 2014).

Viewing video clips in pre-reading seems to build students' background knowledge and can help them comprehend texts by providing visual images for unusual topics. Besides, visualization has been characterized as a very important prerequisite for a good reader to improve his reading comprehension skill (Draper, 2012). Meaningful pre-reading refers to being prepared before learning takes place, while trying to relate new learning material to previous knowledge (Zhang, 2001). King (2002) expresses that using videos can compensate for some of the shortcomings in the EFL learning experience because they have different features like being realistic, motivating, interesting, and context-based. Therefore, by concentrating on these features, watching videos before reading may be helpful in mastering learners' reading comprehension. Other research results revealed that the use of computer assisted educational techniques can improve students' reading comprehension (Marzban, 2010; Ponce, Lopez, & Mayer, 2012).

In this modern digital era, videos can be helpful in learner-centered language learning or even in minimally scaffolded learning such as the use of YouTube video segments for learning foreign languages (Mekheimer, 2011). Chiu and Lee (2009) studied the relationship between the pre-class video viewing of the lecture content and image processing. The results of their study showed that a pre-class video viewing of the lecture content and hands on activities in class enhanced the learning of high-school students' basic image processing. Kusumarasdyati (2004) and Luo (2004) both found that videos catch learners' interest and can positively affect their motivation to learn. As stated in Xue and Pan (2012), through the unique form of dynamic pictures, films can display different kinds of information vividly to audiences, and can effectively provide students with an intercultural experience without the time and financial costs of visiting other countries and cultures. Films can provide students with information and language, which may help facilitate their reading comprehension. Unlike the studies mentioned, this study aims to examine the role that watching reading passages related videos during the pre-reading stage has in enhancing students' reading comprehension skills in EFL contexts, specifically at the high school level.

Research Questions

In light of the literature and practical needs in English teaching in Iran, this study addressed the following two research questions:

1. Does watching videos during the pre-reading stage of a reading comprehension activity affect EFL learners' reading comprehension skills?
2. Do students have a positive attitude towards watching video clips during the pre-reading stage?

Method

Design

The design in this research was experimental, including two intact groups with a pre-test and post-test for each group. Two sets of scores were compared regarding the two groups of students. An independent-sample t-test was applied to check the generalizability of the results and to show that the observed variations were significant and that the two groups were homogeneous in their English language proficiency. A paired-samples T-test was used to compare the scores of the pre-test and post-test of both groups.

Participants

The participants of the study were 64 intermediate level pre-university male students from Allameh Jafari High school, which is a school for talented students. Their ages ranged from 16 to18. They had all entered this school by taking the entrance examination of schools for talented students. This study was conducted with two intact groups, which were assigned to two classes with 32 students by the school authorities. That is, the students were divided in accordance with their average level. In other words, equal number of students with high, mid, and low averages were placed in these two classes. The study was carried out over a period of three months. It had an experimental group exposed to videos during the pre-reading stage followed by the reading comprehension passages and a control group that was taught traditionally.

Instruments

As this study had a control group and an experimental group to meet the purpose of the study, the following instruments were used during the research. In this study, four reading passages, "*Global warming, global concern*," "*How to give a good speech*," "*Earthquakes and how to survive them,*" and *"Why exercise is important?"* were chosen and used in reading class for both groups (see Appendix D). Two standardized achievement tests were used in this research study. The first (Appendix B) was an achievement test with three parts: vocabulary, reading comprehension, and cloze passage regarding the four selected passages from their textbook. The test had 15 items of vocabulary, 15 items of reading comprehension passages, and 10 items of cloze passages. The total test items were 40. The format for the second standardized achievement test (Appendix C) was the same as the first one. The achievement tests were taken from the universities entrance examination in Iran.

At the end of the treatment period both groups were given a questionnaire to check students' attitudes and ideas towards the effectiveness of watching videos before reading in increasing their reading comprehension skills. The questionnaire for students adapted from Hsieh et al. (2010) included 15 questions (Appendix A).

SPSS software was used to analyze the questionnaire and test score data. The videos that were shown for the students as treatment in the pre-reading stage were all downloaded from YouTube (Appendix E) and were related to the selected reading passages regarding content and themes.

Procedure

A pre-test (an achievement test) was administered to both groups to check the homogeneity of the subjects. The experimental group then received the treatment. That is, the experimental group watched videos in pre-reading stage as the treatment. At the end of the study, a post-test (another achievement test) was administered; the data was then collected and analyzed.

For both groups, at the beginning of the class, students were given a short list of vocabulary and phrases used in the book to prepare them for better understanding the reading passages. The control group reading class began with a picture (Appendix D) and the title for discussion, thus activating their previous knowledge, and preparing learners for reading. At this stage students were given pre-reading questions and agree/disagree questions (Appendix D) as a brainstorming activity. At the end of the study the students were given post-reading questions to check comprehension. For the experimental group, the videos introduced the core theme. The classroom procedures and teaching methods were the same for both groups, except in that the experimental group watched related videos of these four readings in pre-reading stage. The students in experimental group watched videos for 30 minutes. As students watched the videos, the teacher stopped occasionally to check comprehension. During this time, the teacher asked oral "while-watching" questions to check comprehension

and at the same time to encourage students to better concentrate on the videos. Most of the words, phrases, clauses and sentences in the videos are similar to the content of the reading comprehension passages in the textbooks. That is, the theme and topics of the videos are related to those of the reading passages.

In Iran, where the researchers implemented this teaching technique, one lesson lasts for 90 minutes. Presenting full-length movies in a classroom was time consuming, thus the researchers used videos that lasted less than 20 minutes, so they did not pose a significant time obstacle. The rest of class time was devoted to reading comprehension and doing the relevant exercises in the experimental group. After the experimental group watched the videos, students received a questionnaire aimed at eliciting their feedback regarding using or not using videos in the classroom. After the instruction period, students in both groups were given post-tests. Post-tests consisted of multiple choice reading comprehension questions, cloze passages, and vocabulary questions. The collected data from the questionnaire, pre-test, and posttest were then compared using SPSS. Finally, the results were analyzed and discussed.

Results
Effects of Pre-reading Videos on Reading Comprehension
An independent-samples t-test was carried out to compare the mean pre-test scores of both the control and experimental groups to be sure about whether or not there were any differences between the two prior to treatment. The results are shown in Tables 1 and 2.

Table 1
Group Statistics on Pre-test of the Control and Experimental Groups

Groups	N	Mean	Std. Deviation	Std. Error mean
Pre-test Control	32	30.78	2.87	.507
Pre-test experimental	32	31.00	3.20	.566

Table 2
Independent Samples T-test on Pre-Test of the Control and Experimental Groups

		Levene's Test For Equality of Variances		t- test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig.*	Mean difference	Std. Error Difference	Lower	Upper
Pre	Equal variances assumed	.455	.503	-.288	62	.775	-.218	.760	-1.738	1.301
	Equal variances not assumed			-.288	61.27	.755	-.218	.760	-1.738	1.301

Note. *Two-tailed

Table 1 reveals no significant differences between the control (M=30.78, SD=2.87) and experimental (M=31.00, SD=3.20) groups; Table 2 illustrates a difference of 0.775 which was larger than 0.05 (T= -.288;

df=62; p>.05). This indicates that there were no significant differences between the control and experimental groups before instruction and they were homogeneous. A paired-samples T-test was used to compare the mean scores of the pre- and post-tests in the control group as shown in Tables 3 and 4.

Table 3
Paired- Samples Statistics on Pre-Test and Post-Test of the Control Group

Groups	N	Mean	Std. Deviation	Std. Error mean
Pre-test Control	32	30.78	2.87	.507
Post-test control	32	32.12	2.82	.499

Table 4
Paired Samples T-Test on Pre-test and Post-test of the Control Group

		Paired Differences					T	df	Sig.*
		Mean difference	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test control - post-test control	-1.34	2.22	.393	-2.14	-.542	-3.41	31	.002

Note. *Two-tailed

The results of the paired-samples t-test used to compare the two sets of scores obtained from the control group show that the mean difference between the pre- and post-tests was 1.34. Table 4 shows a difference of 0.002 which is smaller than 0.05 (M=-1.34; SD=2.22; df=31; p<0.05). This indicates the effect of traditional instruction on participants' reading comprehension skills. Table 5 shows that the mean score of the experimental group on the pre- and post-tests was 31 and 33.68, respectively.

Table 5
Paired Samples Statistics on Pre-test and Post-test of the Experimental Group

		N	Mean	Std. Deviation	Std. Error mean
Pair 2	Pre-Test experimental	32	31.00	3.20	.566
	Post-Test experimental	32	33.68	1.97	.349

As shown in Table 6, the mean difference is 2.68. There is a significant difference between the mean scores of pre-test and post-test of experimental group (M=-2.68; SD= 2.11; t= -7.18; df=31; p=0.000<0.05). This difference (2.68) indicates the effect of watching videos during the pre-reading stage on the reading comprehension skills of the participants in the experimental group. To find out whether the difference between the post-test scores of the control and experimental groups was significant or not, another independent samples T-test was used as shown in Tables 7 and 8.

Table 6
Paired Samples T- test on Pre-Test and Post-Test of the Experimental Group

		Paired Differences				T	df	Sig.*
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 2 Pre-Test Experimental - Post-Test Experimental	-2.68	2.11	.374	-3.45	-1.92	-7.18	31	.000

Note. *Two-tailed.

Table 7
Group Statistics on Post-tests of the Control and Experimental Group

Groups	N	Mean	Std. Deviation	Std. Error mean
Post-test Control	32	32.12	2.82	.499
Post-test experimental	32	33.68	1.97	.349

Table 8
Independent Samples T-test on Post-tests of the Control and Experimental Groups

		Levene's Test For Equality of Variances		t- test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig.*	Mean difference	Std. Error Difference	Lower	Upper
Pre	Equal variances assumed	4.14	.046	-2.56	62	.013	-1.56	.609	-2.78	-.344
					55.44	.013	-1.56	.609	-2.78	-.341
	Equal variances not assumed			-2.56						

Note. *Two-tailed

Table 7 reveals the difference between the mean scores of the post-tests of the control (M=32.12) and experimental (M=33.68) groups. The mean difference is 1.56. Table 8 illustrates that the difference (0.013) was significant and was smaller than 0.05 (T= -2.56; df=62; p<.05). This difference is because the treatment the experimental group received (i.e., watching videos during the pre-reading stage), increased the reading comprehension scores of the EFL learners.

Students' Attitudes toward Watching Pre-Reading Videos

A one sample T-test with a fixed test value of 3 was used to show EFL students' attitudes towards watching videos during the pre-reading stage. The results of the analysis, shown in Tables 9 and 10, demonstrate that the average was 3.826 and its significance was 0.000, which is smaller than 0.05. This reveals that students have a positive attitude towards watching videos and they think that it is beneficial to help improve their reading comprehension skills (p=0.000<0.05).

Table 9
One-Sample T-Test Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Attitude towards watching videos	32	3.82	.809	.143

Table 10
One-Sample T-Test

	Test Value = 3					
			Sig.	Mean	95% Confidence Interval of the Difference	
	T	Df		Difference	Lower	Upper
EFL learners' Attitudes towards watching videos	5.77	31	.000	.826	.534	1.118

Note. *Two-tailed

Table 11
Percentage and Frequency of Questionnaire Items for the Experimental Group

	Questionnaire items for EG										Total	Total %
	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree			
	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.		
Q. 1	Question 1 was movie preference which has not been included in this table.											
Q. 2	13	40.63	14	43.75	2	6.25	1	3.12	2	6.25	32	100
Q. 3	9	28.12	10	31.25	7	21.87	3	9.37	3	9.37	32	100
Q. 4	10	31.25	11	34.38	6	18.75	3	9.37	2	6.25	32	100
Q. 5	16	50	7	21.87	5	15.62	3	9.37	1	3.12	32	100
Q. 6	11	34.38	11	34.38	5	15.62	4	12.5	1	3.12	32	100
Q. 7	14	43.75	13	40.63	2	6.25	2	6.25	1	3.12	32	100
Q. 8	16	50	11	34.38	3	9.37	1	3.12	1	3.12	32	100
Q. 9	8	25	14	43.75	5	15.62	3	9.37	2	6.25	32	100
Q. 10	7	21.87	5	15.62	11	34.38	6	18.75	3	9.37	32	100
Q. 11	20	62.5	7	21.87	5	15.62	0	0	0	0	32	100
Q. 12	19	59.38	10	31.25	3	9.37	0	0	0	0	32	100
Q. 13	3	9.37	7	21.87	7	21.87	7	21.87	8	25	32	100
Q. 14	2	6.25	5	15.62	6	18.75	12	37.5	7	21.87	32	100
Q. 15	15	46.87	14	43.75	1	3.12	1	3.12	1	3.12	32	100

Table 12
Percentage and Frequency of Questionnaire Items for the Control Group

Questions	Questionnaire items for CG										Total	Total %
	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree			
	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.		
Q. 1	Question 1 was movie preference which has not been included in this table.											
Q. 2	11	34.38	13	40.63	5	15.62	0	0	3	9.37	*32*	*100*
Q. 3	6	18.75	11	34.38	5	15.62	6	18.75	4	12.5	*32*	*100*
Q. 4	10	31.25	14	43.75	5	15.62	1	3.12	2	6.25	32	100
Q. 5	14	43.75	9	28.12	2	6.25	4	12.5	3	9.37	32	100
Q. 6	10	31.25	7	21.87	5	15.62	6	18.75	4	12.5	32	100
Q. 7	11	34.38	13	40.63	3	9.37	3	9.37	2	6.25	32	100
Q. 8	14	43.75	11	34.38	3	9.37	1	3.12	3	9.37	32	100
Q. 9	6	18.75	4	12.5	15	46.87	5	15.62	2	6.25	32	100
Q. 10	4	12.5	6	18.75	14	43.75	6	18.75	2	6.25	32	100
Q. 11	18	56.25	9	28.12	5	15.62	0	0	0	0	32	100
Q. 12	13	40.63	11	34.38	3	9.37	3	9.37	2	6.25	32	100
Q. 13	2	6.25	2	6.25	4	12.5	12	37.5	12	37.5	32	100
Q. 14	7	21.87	7	21.87	7	21.87	6	18.75	5	15.62	32	100
Q. 15	11	34.38	12	37.5	5	15.62	2	6.25	2	6.25	32	100

Tables 11 and 12 present the frequency and percentage of questionnaire items for the experimental and control groups, respectively.

Discussion

The results of this study showed a significant difference on the mean scores of the experimental group on pre- and post-tests (M=-2.68; SD= 2.11; t= -7.18; df=31; p=0.000<0.05). This indicates that watching videos during a pre-reading stage has affected the EFL learners' reading comprehension. That is, the experimental group outperformed the control group in reading comprehension scores. The treatment has increased the mean scores of the experimental group in reading comprehension and this indicates the positive answer for the first research question; watching reading related videos in pre-reading stage can affect EFL students' reading comprehension abilities to better apprehend the reading passages of their textbooks. The experimental group participants also had positive attitudes and thoughts towards watching videos during a pre-reading stage (M= 3.82; SD= .809; t=5.77; df=31; p=0.000<0.05). From an analysis of the questionnaire results as shown in Tables 9, 10, 11, and 12, the following can be concluded:

1. Generally, learners thought that they were motivated to watch videos and it was beneficial to improve their English knowledge.
2. Learners had neutral ideas about the effect of movie preference on their reading comprehension.
3. Learners thought of watching videos as a pleasant and interesting experience as a teaching method and they were also interested in watching video during the pre-reading stage with captions.
4. Vocabulary review helps learners understand the story of videos and leads to a greater understanding of reading comprehension passages.

5. Learners generally agreed with watching videos during the pre-reading stage rather than after reading.
6. Videos were helpful and motivating to the learners and they also increased confidence, interest and positive feeling in learners so that they could expand their reading comprehension skills.
7. Learners were not sure about the use of video dialogs in their daily lives and had problems in finding reading related videos.

These results confirm participants' positive attitudes towards watching videos as a pre-reading activity. This provides the answer to the second research question; students have a positive attitude towards watching videos before reading and they think it can be beneficial for them to learn better.

The findings of this study confirm those of Kusumarasdy (2004) and Lue (2004) in that videos catch learners' interest and can positively increase their attitude towards better language leaning. The results are in line with the studies carried out by Mirvan (2013) and Ismaili (2013) regarding the general effect of watching films on reading comprehension and learning in EFL classrooms. Meanwhile, the findings are also in accordance with the findings of the studies carried out by Marzban (2010) and Ponce et al. (2012) about using computer assisted educational techniques to improve students' reading comprehension; however, this study was methodologically different and demonstrated that watching video was useful as a pre-reading technique in improving EFL learners' reading comprehension skills.

This research project along with some other studies (Dorshomal, Gorjian & Pazhakh, 2013; Rowland, 2007; Mekheimer, 2011), in fact, found that the use of videos in EFL classrooms has positive effects in improving learners' reading comprehension skill. The results indicate that videos activate learners' background knowledge and make them interested so as to be actively involved in reading comprehension process. Then, as educational media videos are very important in current and future language education.

Reluctant and unmotivated readers may have little background knowledge because they are less confident. They may confront problems in reading and understanding the text (Guthrie & Davis, 2003; Wigfield, Eccles, & Rodriguez, 1998). As the results revealed, watching reading related videos as a technique during the pre-reading stage can supply necessary and additional information for these kinds of readers and activate their schema to help improve these EFL learners' reading comprehension skills.

Conclusion

This experimental study was carried out to show the effects of watching videos during a pre-reading stage on EFL learners' reading comprehension and their attitudes towards watching videos. The results showed that watching videos helped improve participants' reading skills. That is, the findings provided a positive answer to the first research question. Students also demonstrated positive attitudes and thoughts towards watching the videos; they also thought it was beneficial to watch them during the pre-reading stage. The findings of this study may be helpful for EFL learners who have problems in understanding passages for which they do not have the necessary background knowledge. Watching reading related videos has the potential to activate learners' schematic knowledge and can help generate interest in reading texts and as well as making sense of them.

Based on the findings of this study, students and teachers can utilize the video watching technique in EFL classrooms. Besides, curriculum developers should take the findings into account to plan and design appropriate textbooks with related videos and films, so they can be beneficial in mastering and learning all language skills in general and reading comprehension in particular. Additionally, teachers and practitioners should consider using technology to help revise teaching aids, techniques, and strategies. This can facilitate language learning process and solve some of the problems in language teaching and learning in EFL setting specially in reading comprehension as an important language area.

The use of authentic videos is challenging as they often do not provide the best means of explaining complex concepts or for practicing specific grammar points or writing skills (Johnston, 1999). It takes time, thought, and careful planning on the part of the teacher to prepare learners to watch and discuss videos (Gareis, 1997). It took time to preview and select authentic videos and then to prepare activities for learners. As the

language use and context of authentic videos cannot be controlled, in some cases, the researchers needed to take time to explain them. Authentic videos may contain language, content, or themes that are controversial, or even inappropriate for a particular classroom context. One of the problems of this study was finding and selecting appropriate videos that were related to the students' textbook. Validation of the teacher-made tests seems to be another shortcoming that was solved by using standardized tests (i.e., the Konkur entrance exam test). Further research can be done on the application of this technique during the reading stage and on its effects on vocabulary acquisition. Finally, the effects of watching videos before discussions in speaking classes is another area of potential research.

References

An, S. (2013). Schema theory in reading. *Theory and practice in language studies, 3*(1), 130-134. doi:10.4304/tpls.3.1.130-134

Barlett, F. C. (1932). *Remembering: A Study in Experimental and Social Psychology.* London: New Psychological Linguistics. Shanghai: Shanghai Foreign Education Publication.

Brooke, S. (2003). Video production in the foreign language classroom: Some practical ideas. *The Internet TESL Journal, 9*(10). Retrieved from http://iteslj.org/Techniques/Brooke-Video.html

Butler-Pascoe, M. E., & Wiburg, K. M. (2003). *Technology and teaching English language learners: Using technology to teach oral communication skills.* London: Pearson.

Carrell, P. L. (1988). Schema interference in ESL reading. In P.L. Carrell, J. Devine, & D.E. Eskey (Eds.), *Interactive approaches to second language reading* (pp. 128-142). Cambridge: Cambridge University Press.

Celce-Murcia, M. (1991). *Teaching English as a second or foreign language.* Massachusetts: Heinle & Heinle publishers.

Chen, M. L. (2012). Effects of integrating children's literature and DVD films into a college EFL class. *English Teaching: Practice and Critique, 11*(4), 88-98.

Chen, P. S. (2008). The application and combination of fore exercise and reading guidance, peer assessment, and interactive response system–taking the class instruction of school administration for example. *School administrators research association, 58*, 150-180.

Chiu, C. F., & Lee, G. C. (2009). A video lecture and lab-based approach for learning of image processing concepts. *Computers & Education*, 52 (2), 313-323.

Chung, J. (1999). The effects of using video texts supported with advance organizers and captions on Chinese college students' listening comprehension: An empirical study. *Foreign Language Annals, 32*, 295-308.

Dehghani, A. P., & Jowkar, M. (2012). The impact of computer-video projector on EFL learners' listening comprehension. *Academic Research International, 3*(1), 106-112.

Dikilitas, K., & Duvenci, A. (2009). Using popular movies in teaching oral skill. *Procedia Social and Behavioral Sciences, 1*(1), 168-172. doi: 10.1016/j.sbspro.2009.01.031

Dorshomal, N., Gorjian, B., & Pazhakh, A. (2013). The role of pedagogical films in developing Iranian pre-intermediate EFL Learners' speaking skill: The case of motivation. *International Journal of Language Learning and Applied Linguistics World, 4* (4), 254-268.

Draper, D. (2012). Comprehension strategies. Visualizing & visual literacy. *DECS Curriculum Consultant*, Northern Adelaide. Retrieved from www.vln.school.nz/resources/download/930445

Gareis, E. (1997). Movies in the language classroom: Dealing with problematic content. *TESOL Journal, 6*(4), 20-23.

Ginther, A. (2002). Context and content visuals and performance on listening comprehension stimuli. *Language Testing, 19*(2), 133-167.

Golden, J. (2001). *Reading in the dark: Using film as a tool in the English classroom*. The National Council of Teachers of English, Urbana, Illinois.

Gruba, P. (2006). Playing the videotext: A media literacy perspective on video-mediated L2 listening. *Language learning and technology, 10* (2), 77-92.

Guthrie, T. J., & Davis, M. H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading and writing Quarterly*, 19(1), 59-85.

Haghverdi, H. R., & Vaezi, M. N. (n.d.). *The impact of English and Persian subtitle on the listening comprehension of Iranian EFL learners.* Unpublished manuscript. Retrieved from www.google.com

Han, H. (1994). Implementing the video-based instruction in the college-level ESL classroom based on second language acquisition & communicative competences theories. Ed. D., North Carolina State University.

Hendershot, M. R. (2007). *A study of the impact of children's book-based blockbuster movies on library circulation* (Master's thesis). Chapel Hill, North Carolina University. Retrieved from https://ils.unc. edu/MSpapers/3261.pdf

Herron, C., Cole, S. P., York, H., & Linden, P. (1998). A comparison of student retention of foreign language video: Declarative versus interrogative advance organizer. *Modern Language Journal*, 82, 775-795.

Herron, C., & Seay, I. (1991). The effect of authentic aural texts on students' listening comprehension in the foreign language classroom. *Foreign language Annals, 24,* 487-495.

Hoque, M. S. (2013). Dilemma and dimensions of children's reading comprehension skills. *Philosophy and Progress*, 53(54), 85-112. doi: http://dx.doi.org/10.3329/pp.v53i1-2.21949

Houston, C. (2000. Video usage and active learning strategies among community college faculty members. *Community College Journal of Research and Practice,* 24, 341-357.

Hsieh, H. L., Wu, J. Y., Lai, P., Chang, S. K., Chen, T. Y., & Kao, W. J. (2010). *The effect of movie viewing on learning English as a foreign language.* Retrieved from www.google.com

Hutchins, E. (1995a). *Cognition in the wild.* Cambridge, MA: MIT Press.

Hutchins, E. (1995b). How a cockpit remembers its speeds. *Cognitive Science,* 19, 265-288.

Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom: A study conducted at South East European University. *Academic journal of interdisciplinary studies,* 2(4), 121-132.

Jeng, Y., Wang, K., & Huang, Y. (2009). Retrieving video features for language acquisition. *Expert systems with applications*, 36(1), 5673–5683.

Johnston, J. (1999). Enhancing adult literacy instruction with video. Unpublished manuscript, University of Michigan-Ann Arbor.

King, J. (2002). Using DVD feature films in the EFL classroom: *The weekly column, Article 88.* Retrieved from http://www.eltnewsletter.com/back/February2002/art882002.htm

Kusumarasdyati, R. (2004). Listening, viewing and imagination: Films in EFL Classes. Paper presented at the international conference on imagination and education, Vancouver, Canada. Retrieved from https: //eoicinecadiz2011.wikispaces.com/file/view/movies+in+efl+classes.pdf

Kusumarasdyati, R. (2006). Subtitled movie DVDs in foreign language classes. Paper presented at AARE Annual Conference, Adeliade, Monash University. Retrieved from www.aare.edu.au/publications/subtitled-movie-dvds-in-foreign-language-classes

Latifi, M., Tavakoli, M., & Alipour, J. (2013). Investigating the effect of video materials on testing foreign language learners' listening performance. *Middle-East journal of scientific research,* 13 (9), 1197–1201. doi:10.5829/idosi.mejsr.2013.13.9.891

Luo, J. J. (2004). *Using DVD films to enhance college freshmen's English listening comprehension and motivation*. Unpublished Master thesis, National Tsing Hua University, Hsinchu. Taiwan.

Marzban, A. (2010). Improvement of reading comprehension through computer-assisted language learning in Iranian intermediate EFL students. *Procedia Computer Science*, *3*, 3–10.

Mekheimer, M. A. A. G. (2011). The impact of using videos on whole language learning in EFL contexts. *Arab World English Journal,* 2(2), 5-39.

Mirvan, X. (2013). The advantages of using films to enhance student's reading skills in the EFL classroom. *Journal of Education and Practice,* 4, 62-66.

Moreira, J. A., & Nejmeddine, F. (2015). A pedagogical model to deconstruct videos in virtual learning environments. *American Journal of Educational Research,* 3, (7), 881-885. doi:10.12691/education-3-7-11

Ponce, H. R., Lopez, M. J., & Mayer, R. E. (2012). Instructional effectiveness of a computer-supported program for teaching reading comprehension strategies. *Computers & Education,* 59, 1170–1183.

Rowland, J. L. (2007). Closed-captioned video and the ESL classroom: A multi-Sensory approach, *MPAEA Journal of Adult Education,* 36 (2).

Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension* (pp. 77-85). Hillsdale, New Jersey: Lawrence Erlbaum Associations.

Sherman, J. (2003. *Using authentic video in the language classroom.* Cambridge: Cambridge University Press.

Stockwell, G. (2014). Exploring theory in computer- assisted language learning. *Bridging research and pedagogy, CELC Symposium*, 25-30. Retrieved from www.google.com

Stoller, F. (1988). *Films and videotapes in the ESL/EFL Classroom.* Paper presented at the 22nd Annual Meeting of the Teachers of English to Speakers of Other Languages, Chicago. Retrieved from https://files.eric.ed.gov /fulltext/ED299835.pdf

Suchman, L. (2006). *Human-machine reconfigurations: Plans and situated actions*. Cambridge: Cambridge University Press.

Suvorov, R. S. (2008). *Context visuals in L2 listening text. The effectiveness of photographs and videos vs. audio-only format* (Master's thesis). Iowa State University, Iowa. Retrieved from www.google.com

Weyers, J. (1999). The effect of authentic video on communicative competence. *Modern Language Journal, 83* (3), 339-349.

Ockey, G. J. (2007). Construct implications of including still image or video in computer-based listening tests. *Language Testing,* 24 (4), 517–537.

Urquhart, S., & Weir, C. (1998). *Reading in a second language: Process, product and practice.* London: Longman.

Wigfield, A., Eccles, J. S., & Rodriguez, D. (1998). The development of children's motivation in school contexts. *Review of Research in Education*, 23, 73-118.

Xue, J., & Pan, Q. (2012). The effects of film appreciation on improving the students' intercultural communication competence. *Theory and Practice in Language Studies,* 2 (8), 1741-1745. doi:10.4304/tpls.2.8.1741-1745

Yang, J., Chen, C., & Jeng, M. (2010). Integrating video-capture virtual reality technology into a physically interactive learning environment for English learning. *Computers & Education,* 55 (1), 1346-1356.

Yousofi, N., & Seidi, N. (2015). The impact of concept mapping technique on EFL reading comprehension: A case study. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 8 (1), 163-172.

Zhang, C. X. (2001). *Educational psychology.* Taiwan, Taipei: Tunghua.

Appendix A

Questionnaire

Hi dear students, we want to know your opinions on learning English through watching videos in pre-reading stage. We would appreciate it if you can fill up the questionnaire.

Questions 1

1. What kinds of English movies do you like? (You can choose more than one.)

Thriller		Comedy		Science Fiction		educational movies	
Romance		War movies		Action movie		reading passage related videos	
Suspensor		Documentary		Animated movie			

Questions 2-15	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. Do you think watching English movies has a beneficial effect on learning English?					
3. Do you think your movie preferences will affect your reading comprehension?					
4. Do you think English captions are good in learning English?					
5. I am interested in learning English if the teacher uses English videos as teaching materials.					
6. Does vocabulary preview help understand the story line of a video and lead to understanding reading comprehension?					
7. Do you think watching videos before reading motivate you to learn English?					
8. Do you think watching these videos in pre-reading are useful in improving your reading comprehension skill?					
9. Do you agree you have learned some English by watching the videos?					
10. Do you think the dialogs in the videos can be used in daily life?					
11. Do you agree with watching videos in pre-reading stage?					
12. Do think that you have problems in finding and availability of reading related useful videos?					
13. Do you agree that it is better to watch reading related videos after reading comprehension?					
14. Do you agree with watching educational movies that are not related to reading comprehension passages to learn it?					
15. Do you think watching videos in pre-reading gives you confidence, motivation and interest to continue reading the text?					
Additional Comments:					

Appendix B
Pre-Test

Part A: Vocabulary

Directions: Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (1), (2), (3), and (4). Choose the one word or phrase that best completes the sentence. Then mark your answer sheet.

1- Our plans are very ……………, so we can meet you either on Wednesday or on Thursday.
   1) private   2) flexible   3) actual   4) immediate

2- Many children have become -------- disturbed as a result of the damage they have suffered.
   1) emotionally   2) actively   3) powerfully   4) necessarily

3- I felt quite --------- during the marriage ceremony.
   1) economical   2) emotional   3) artificial   4) physical

4- I have very complete --------- in her. She will be perfect for the job.
   1) exploration   2) involvement   3) confidence   4) experience

5- They have -------- a number of circumstances to the agreement.
   1)combined   2) restated   3) arranged   4) attached

6- Experts --------- that, on average, the world loses a language every two weeks.
   1) annoy   2) explore   3) estimate   4) measure

7- Machines can now perform many --------- tasks in the home.
   1) irrelevant   2) surrounding   3) anxious   4) repetitive

8- Don't talk. You may ---------- the driver's attention from the road.
   1) distract   2) damage   3) stretch   4) recognize

9- Something is really worrying me, but I can't ------------- exactly what it is.
   1) locate   2) devote   3) define   4) handle

10- We were waiting ---------- for my father coming back from Mecca.
   1) smoothly   2) anxiously   3) personally   4) necessarily

11- The terrible mistake I made in class was an unexpected one; it really --------- me at the time.
   1) embarrassed   2) informed   3) suffered   4) prevented

12- Don't forget to ---------- the cupboard when you go out.
   1) pass on   2) turn on   3) lock up   4) pick up

13- Population experts ------------- the total number of people living on the earth as about seven billions.
   1) evaluate   2) predict   3) estimate   4) express

14- We need a secretary who is really ----------- in managing the office and making it run well.
   1) voluntary   2) efficient   3) reflected   4) self-employed

15- For a long time after the accident my sister had no ----------- in her right leg.
1) expectation   2) movement   3) stretch   4) mood

Part B: Cloze Test

Directions: Questions 16- 25 are related to the following passage. Read the passage and decide which choice (1), (2), (3), or (4) best fits each space. Then mark your answer sheet.

The Romans spoke of health in a proverb: "A healthy mind in a healthy body." In addition to physical health, an/a (16) ---------- of mental health is important. Too much mental stress can have a bad (17) ----------on one's physical well-being. The human body is much more (18) ---------- than any machine. Yet it needs less day-to-day care (19) -------- any machine. No machine can do all the things the body can do. No machine will work for 70 years or more, day and night, requiring only air, water, food, and only (20) ---------- simple rules. No machine has been made which can adjust to so many different conditions as the human body.

16- 1) summarizing   2) succeeding   3) separating   4) understanding
17- 1) device   2) effect   3) stance   4) phase

18- 1) private	2) certain	3) complicated	4) repetitive
19- 1) than	2) from	3) with	4) of
20- 1) a little	2) little	3) a few	4) few

The passage of heat from one place to another by the movement of liquid or gas is called convection, and it takes place when the (21) --------- of one part of liquid or gas is different (22) ---------- that of another part. When a liquid is heated it expands (23) ---------- so that the hot liquid is lighter than the (24) ------- colder liquid and therefore rises. In an electric kettle the wavy currents for hot water can be seen (25) --------- from the element when the electricity has just been switched on. A radiator or hot water tank is always hotter at the top than at the bottom for this reason.

21- 1) weight	2) formation	3) sort	4) temperature
22- 1) from	2) than	3) of	4) with
23- 1) comfortably	2) slightly	3) possibly	4) commonly
24- 1) missing	2) organizing	3) surrounding	4) growing
25- 1) rising	2) crossing	3) transferring	4) removing

Part C: Reading Comprehension
Directions: In this part of the test, you will read two passages. Each passage is followed by five questions. Answer the questions by choosing the best choice (1), (2), (3), or (4). Then mark your answer sheet.

PASSAGE 1:

The game is played for four quarters of 15 minutes each or two halves of 20 minutes each. Playing time may be shortened for schools or for a series of matches played in one day. Two referees control the game, keep the score, and keep time except in internationals.

To start the game, one of the centers passes the ball from the small center circle. This is called a center pass and is also used for restarting the game after a goal. One of the attacking teams (the team taking the center pass) must touch or receive the center pass within the center third. After that the ball is thrown from player to player until goal shooter or goal attack receives the ball in the shooting circle and tries to score.

The players may not walk or run while the ball is in their possession, or hold it for more than three seconds. The ball may be thrown or bounced to another player but not rolled or kicked. A player may bounce or bat the ball once before catching it. The ball may be caught while it is in the air but a player may not take the ball out of another player's hands or contact (touch) her in any way. A player standing the correct distance away may block the movement of a player or the flight of the ball. The ball may not be thrown over a complete third of the court. If a player of one team sends the ball out of court, it is thrown in by one of the other team. When a rule is broken, either a free pass or a penalty pass is given to the other team.

26- The passage is primarily written to ----------.
    1) explain some rules   2) advertise something
    3) make some suggestions   4) describe the function of a game

27- When one of the centers passes the ball from the small center circle ---------.
    1) the game actually begins   2) the game has to be repeated
    3) an attack has been prevented   4) the referee should stop the game

28- Which of the following is forbidden?
    1) The ball thrown to another player but not kicked
    2) A player running with the ball in his hands.
    3) The ball thrown from player to player in the shooting circle.
    4) The team in the center pass touching the center pass within the center third

29- How long are the players on the court playing the game?
    1) 55 minutes   2) 35 minutes   3) 80 minutes   4) 60 minutes

30- What happens after a goal is scored?

1) A player may send the ball out of court.
2) The ball is bounced to the goal shooter.
3) The ball is passed from the small center circle.
4) The team taking the center pass receives the center pass within the center third.

PASSAGE 2:

Eye contact is a nonverbal technique that helps the speaker "sell" his or her ideas to an audience. Eye contact also helps hold listener interest. A successful speaker must try to have eye contact with an audience. To have a good relationship with listeners, a speaker should make direct eye contact for at least 75 percent of the time. Some speakers focus only on their notes. Others gaze over the heads of their listeners. Both are likely to lose audience interest and respect. People who make eye contact while speaking, whether from a podium or from across the table, are "considered not only as exceptionally good at speaking by their <u>target</u> but also as more believable and serious."

To show the power of eye contact in daily life, we have only to consider how people behave when they happen to look at each other on the street. At one extreme are those people who feel forced to smile when they make eye contact. At the other extreme are those who feel not relaxed and immediately look away. To make eye contact, it seems, is to make a certain link with someone.

31. What is the main idea of the passage?
  a. How to Make Eye Contact   b. When and Where to Avoid Eye Contact
  c. Eye Contact as a Means of Communication   d. Effect of Eye Contact on People's Daily Behavior

32. What does the author imply eye contact can do when he says, "... helps the speaker 'sell_ his or her ideas
     to an audience" (lines 1-2)?
     a. It can help the speaker become famous and make money as a result.
     b. It involves messages not included in the language used by the speaker.
     c. It can make an audience ready to buy whatever the speaker offers for sale.
     d. It can increase the possibility of people's accepting the speaker's opinions.

33- According to the passage, who is more likely to be more respected by an audience?
     a. A speaker who gazes over the heads of the people to whom he is talking.
     b. A speaker who looks away when feeling bad if people on the street look at him.
     c. A speaker who has notes and looks at his notes most of the time while speaking.
     d. A speaker making eye contact with the audience during most of his speech.

34 Which one of the following could be put in place of the word "target" in line 7 without a change in meaning?
    a. Technique   b. Audience   c. Eye contact   d. Interest and respect

35. The writer of the passage tries to prove his main point in paragraph 2 by........................ .
    a. providing an example
    b. reporting an event that happened in his own life
    c. saying that people who dislike eye contact are few in number
    d. mentioning the various advantages of eye contact in ordinary people's

PASSAGE 3:

Several general changes occur in the human body as it ages: hearing and vision becomes weak, muscle strength becomes less, soft tissues such as skin and blood vessels become less flexible, and there is a general decrease in body power.

Most of the body's organs perform less efficiently with advancing age. For example, the average amount of blood pumped by the heart drops from about 6.9 liters (7.3 quarts) per minute at age 20 to only 3.5 liters (3.7 quarts) pumped per minute at age 85. For this same age range, the average amount of blood flowing through the kidneys drops from about 0.6 liters (0.6 quarts) per minute to 0.3 liters (0.3 quarts). Not all people experience decreased organ function to the same degree—some individuals have healthier hearts and kidneys at age 85 than others do at age 50.

The immune system also changes with age. A healthy immune system protects the body against bacteria, viruses, and other harmful agents by producing disease-fighting proteins known as antibodies. A healthy immune system also prevents the growth of abnormal cells, which can become cancerous. With advancing age, the ability of the immune system to perform these protective functions is decreased—the rate of antibody production may

decrease by as much as 80 percent between age 20 and age 85. This less-effective immune system explains why an attack of influenza, which may make a young adult sick for a few days, can be deadly for an old person. Thus, it is as good for an older person to be vaccinated against the flu and pneumonia as it is for young people to be vaccinated against childhood diseases.

36- What does the passage mainly discuss?

   1) The way to slow down this process of aging

   2) What organs in the human body are more affected by old age

   3) The relationship between age and some changes in the human body

   4) What makes the human body less able to protect itself against disease

37- What is discussed as an example in paragraph 2 is true for --------.

   1) the majority of people

   2) everyone that becomes old

   3) people between 50 to 85 years of age

   4) people who are not lucky enough to remain healthy despite old age

38- Which one of the following is true about paragraph 3?

   1) It provides further evidence to support the main point of the passage.

   2) It mentions a reason to explain the problems referred to in paragraph 2.

   3) It somehow modifies the general idea of the passage by including new facts.

   4) It brings in new facts, raising doubts about the main point supported by the first two paragraphs.

39- The word "others" in paragraph 2 refers to -------.

   1) organs   2) kidneys   3) individuals   4) both hearts and kidneys

40- The last sentence of the passage, "Thus, it is as --- diseases," includes all of the following EXCEPT---------.

   1) a comparison   2) some advice   3) disease   4) a change

Appendix C
Post-Test

Part A: Vocabulary

Directions: Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (1), (2), (3), and (4). Choose the one word or phrase that best completes the sentence. Then mark your answer sheet.

1- He goes to the gym regularly to be able to --------- his health condition.
    1) prepare   2) survive   3) arrange   4) enhance

2- To get yourself ready for a test of the type you are going to take ---------- hard work.
    1) considers   2) performs   3) involves   4) predicts

3- Facial --------- communicate important messages, and can sometimes be more powerful than words.
    1) formations   2) instructions   3) explanations   4) expressions

4- I worry about the --------- effect that violent films may have on children.
    1) destructive   2) repetitive   3) irrelevant   4) nervous

5- No one in class wants Ted to be a member of their group because he almost always avoids ----------- what is assigned to him as his responsibility.
    1) exercising   2) including   3) encouraging   4) performing

6- As he is not satisfied with his ---------- on the final test, he thinks he would most probably need to repeat the course.
    1) function   2) labor   3) performance   4) summary

7- We humans get our --------- from what we eat; plants get theirs from the soil.
    1) matter   2) nutrients   3) sources   4) wildlife

8- The pilot of the airplane had to make a/an ------------ landing because of the very bad weather.
    1) mystery   2) emergency   3) strategy   4) density

9- I find his habit of opening windows all the time really most annoying, ------------- when the temperature is minus 10.
    1)exactly   2) perfectly   3) constantly   4) particularly

10- Exercise and weight ------------- can help lower your blood pressure and help you feel more energetic.
    1) pace   2) task   3) loss   4) choice

11- He didn't pay as much --------- as he had to when the store owner was describing the product, so he later realized what he had bought was of little use to him.
    1) amount   2) income   3) increase   4) attention

12- You really ------- me when you mentioned my mistakes in the presence of my classmates.
    1) compared   2) introduced   3) generalized   4) embarrassed

13- What is of ------------ to me is that you are not getting enough work done.
    1)concern   2) inaction   3) pressure   4) reference

14- The pilot ------------ mainly on flying and spoke very little.
    1) concentrated   2) transferred   3) distracted   4) experienced

15- There are many species of plants and animals in danger of -----------.
    1) pollution   2) vehicle   3) extinction   4) climate

Part B: Cloze Test

Directions: Questions 16- 25 are related to the following passage. Read the passage and decide which choice (1), (2), (3), or (4) best fits each space. Then mark your answer sheet.

"I stood up to speak and my (16) --------- went blank". Has this ever happened to you? You may be nervous in front of an audience. You may be worried that you didn't prepare enough. You (17) -------- some of your facts. What can you do? Sometimes people prepare too much and become (18) -------- if they can't remember the words they practiced. It is a good idea to bring some notes to help you (19) --------, but don't memorize your speech. If you "go blank," begin by explaining the (20) ----------- of your speech, and the rest will probably follow.

16- 1) humor   2) presentation   3) mind   4) impression

17- 1) should forget   2) must forget   3) should have forgotten   4) may have forgotten
18- 1) surprising   2) frightened   3) destructive   4) emotionless
19- 1) organize   2) support   3) prevent   4) define
20- 1) issue   2) aspect   3) purpose   4) posture

Earthquakes are probably one of the most frightening and destructive happenings of nature that man experiences. The effects of an earthquake are often (21) ---------. Earthquakes have (22) ------- the death of many human beings, much suffering, and great (23) --------. Today, the study of earthquakes has grown (24) -------- as scientists all over the world study the causes of earthquakes. These records were the first scientific (25) --------- to write down the effects of an earthquake.

21- 1) chemical   2) superior   3) terrible   4) formal
22- 1) provided   2) caused   3) required   4) designed
23- 1) damage   2) source   3) impression   4) variety
24- 1) destructively   2) distantly   3) smoothly   4) greatly
25- 1) steps   2) stances   3) degrees   4) scenes

Part C: Reading Comprehension

Directions: In this part of the test, you will read two passages. Each passage is followed by four questions. Answer the questions by choosing the best choice (1), (2), (3), or (4). Then mark your answer sheet.

PASSAGE 1:

Although all forms of communication have a *language*, the word usually refers to the use of written or spoken words.

Human language is the most complicated form of expression available to us. Simply to understand what you are reading at this very moment involves much intelligence and skill. An adult speaks on average 30,000 words a day, and a total of 600 million words in an average lifetime. Language has a profound effect on all our lives.

We learn language from childhood; we learn how to make sounds which can be formed into words, and discover that we have to apply certain rules of grammar if we are to be understood. We learn to say *"He saw me"*, but *"I saw him"*. The ways of joining words together into grammatically acceptable sentences are enormous. If you were to speak aloud all the 20-word sentences that would make sense in the English language, it would take you ten million years to do so.

When we use words, we are using symbols; the word "elephant" should refer to a large grey animal with thick skin because speakers of the English language have agreed that this word should be the symbol for that particular animal.

Sometimes there is disagreement about the meanings of words. Usually these words refer to ideas or concepts, rather than to things. For instance, not everyone agrees upon the exact meaning of words such as "freedom", "love", "justice", or "peace". If the sender and the receiver disagree upon these meanings, communication breaks down. The study of the relationship between language and meaning is called *semantics*.

26- The passage is basically intended to offer ----------.
    1) a definition of spoken communication
    2) a description of language
    3) a comparison between written and spoken language
    4) an explanation of different forms of communication

27- Which of the following is true, according to paragraph 2?
    1) Every individual uses at least 30,000 word per day.
    2) Intelligence and skill are two parts of human language.
    3) The total number of words in most human languages is about 600 million.
    4) Far from being simple, what humans use to communicate is so complex.

28- The last sentence in paragraph 3 "If you were to speak ... ten million years to do so," is intended to

prove that ----------.
  1) language took a long time to develop into a complicated form
  2) language has the potential to produce so many sentences
  3) one can say different things through the same words
  4) if one uses 20-word-long sentences all the time one would fail to communicate

29- The writer refers to all of the following words about whose meaning there may sometimes be disagreement EXCEPT -----------.
  1) peace   2) justice   3) freedom   4) elephant

30- With which of the following conclusions does the write seem more likely to agree?
  1) We need to make human language more simple.
  2) Overuse of words may lead to communication failure.
  3) There is not necessarily a natural relationship between words and meanings.
  4) People should study semantics if they want their sentences to be grammatically correct.

PASSAGE 2:

Perhaps you remember being in an earthquake – the ground rumbles, lamps begin to move back and forth, shelves begin to rattle or spill their contents, the floor and walls shake. Even if you do not remember seeing or feeling an earthquake, you have probably lived through thousands of tiny earthquakes during your lifetime. The earth is constantly creating earthquakes.

An earthquake is the shaking of the earth caused by pieces of the crust of the Earth that suddenly move. The crust, <u>the thin outer layer</u>, is mostly cold and breakable rock compared to the hot rock deeper inside. This crust is full of large and small cracks called faults. Although these faults can be hundreds of miles long, usually you cannot see them because they are <u>buried</u> deep underground and because the pieces of crust are compared (pressed) together very firmly. The powerful forces that compress these crustal pieces also cause them to move very slowly. When two pieces that are next to each other get pushed in different directions, They will stick together for a long time (many years), but finally the forces pushing on them will force them to break apart and move. This sudden change in the rock shakes all of the rock around it. These vibrations, called seismic waves, travel outward in all directions and are called an earthquake. The underground location where the rock first broke apart or moved is called the focus of the earthquake.

31. In the first sentence of the passage, the writer………………………… .
  a. gives a definition of an earthquake
  b. explains how an earthquake happens
  c. explains why earthquake are frightening
  d. gives examples of the common happenings during an earthquake

32. Which statement is NOT correct? ………………….. .
  a. Not all earthquakes cause serious results.
  b. We don't feel most of the earthquakes.
  c. Earthquakes are very common happenings on the Earth.
  d. Some parts of the Earth are free of earthquakes.

33. The main purpose of paragraph 2 is to explain………………….. .
  a. what Earth is made up of   b. how an earthquake happens
  c. what the focus of the earthquake is   d. why earthquakes are not predictable

34. From the context, the word "buried" (in paragraph 2, line 4) is closest in meaning to……. .
  a. protected   b. covered   c. replaced   d. shaped

35. An earthquake happens when……………….. .
  a. two crustal pieces are stuck together for a long time
  b. two compressed pieces of the crust are broken apart
  c. the pieces of the crust are compressed together very firmly
  d. two pieces that next to each other get pushed in different directions

PASSAGE 3:

Exercises that require total body involvement improve and maintain fitness most effectively — for example, jogging, running, swimming, cycling, and fast walking. Organized games and sports that have long rest periods within the play design have only a little influence on fitness. Programs especially planned to help individuals become fit are offered in different places: schools and gyms, private clubs and studios, and special, professionally organized clinics that pay attention to people with problems related to the heart or lungs. The individual must be careful in choosing an exercise program and should make sure it is staffed by experts in physical education or medicine.

Normal, healthy individuals may plan their own exercise programs. The general rule is to exercise only until you feel very tired—that is, until breathing becomes labored, circulation seems not enough, or tiredness influences performance. People with health problems caused by heart attacks, strokes, and illness should see a doctor before choosing an exercise program.

36 - According to the information in the passage, if you participate in a sport that makes you have long rest periods, you -----------.
  1) cannot expect your fitness to improve much
  2) should do your best to avoid total body involvement
  3) need to exercise in different places in order to improve your fitness
  4) had better do running, fast walking etc. during the rest period to keep your body warm and fit

37- According to the passage, if you have a heart problem, you are advised to ---------.
  1) exercise in places that design activities clinically appropriate for you
  2) play organized games so that others can take care of you if you face any trouble
  3) often see a doctor to measure the amount of the progress you have made in fitness
  4) engage in activities that require total body involvement so that all the pressure would not be
     on your heart

38- It can be said that paragraph 1 is mainly written to -------.
  1) advise   2) correct a wrong idea
  3) mention the benefits of games   4) compare daily exercise with organized sports

39- The word "labored" in paragraph 2 is closest in meaning to ----------.
  1) deep   2) difficult   3) dangerous   4) regular

40- The general rule given in paragraph 2 is for those who ---------.
  1) need to see a doctor   2) exercise professionally
  3) have no health problems   4) cannot plan their own exercise programs

Appendix D
Reading Passages

1 *Answer the following questions.*

1. How much do you weigh?
2. Do you have to lose some weight? Why/Why not?
3. Do you exercise? How often?
4. What sports do you do/play?
5. How do you feel after an exercise/ playing a game?

Now ask your partner the same questions.

2 *Read the following statements. Do you agree or disagree? Put a check mark (☐). Add two more statements of your own.*

statement	agree	disagree
You do not need to exercise if you are active in your daily life.		
Without exercise, we won't feel happy.		
Those who exercise look stronger.		
Exercise can help you keep in shape.		
Those who exercise live longer.		

Discuss your ideas with a partner.

2

Lesson 1

Read

Why Exercise Is Important!*

1 You know what exercise is, but do you know why exercise is important? It is important because it keeps people's bodies and minds healthy. Without it, we would not be feeling or looking very good. Actually, there are so many reasons why exercise is good for you. It is time to get right into it and see why it is good to be fit!

Exercise Makes Your Heart Happy

2 Your heart is one hardworking part of your body, pumping blood every day of your life. The heart is a muscle, and it is the strongest muscle in your body, but it can always become stronger! Since it cannot lift weights to get stronger, it **relies** on you to do aerobic exercise.

relies:
depends

3 Aerobics is a word for needing oxygen, and aerobic exercise is any kind of activity that makes your muscles use oxygen. Aerobic exercise is repetitive, meaning it is an activity that you do over and over, to keep bringing fresh oxygen to all of your muscles. When you do aerobic exercise and bring in that oxygen, your heart becomes stronger and even a bit bigger! The number of blood cells in your blood increases, so the blood can carry even more oxygen. The blood in your body even moves more easily through the blood vessels. All these things mean that your body works **more efficiently** to keep you healthy, and you can do a lot of exercise without getting tired.

more efficiently:
better

Exercise Makes Muscles Stronger

4 All the muscles in your body do a fine job when you use them for easy things, like picking up a book or walking down the stairs. But what about using them for harder activities, like taking long bike rides or climbing a tree? That is where exercise comes in: it makes your muscles stronger and sometimes

* adapted from http://kidshealth.org/kids/stay-healthy/fit/work-it-out.html

larger. As your muscles get stronger, you can do more active things for longer periods of time. Strong muscles also help **protect** you from **injuries** when you exercise, because they give better support to your **joints**.

Exercise Makes You Flexible

5 Can you touch your toes easily? Most children are **flexible**, which means that they can **bend** and **stretch** their bodies without too much trouble. But as people get older, they usually get less flexible; that is why it is important to exercise when you are still young to stay flexible. In addition, when you are flexible, you can be more active.

Exercise Keeps You at a Healthy Weight

6 Every time you eat food, your body does the same thing: it uses some of the **nutrients** in the food as **fuel**. It burns these nutrients to give us energy or calories. You need calories for all of your body's functions, whether it is things you think about doing, like brushing your teeth, or things you never think about doing, like breathing. But if the body is not able to use all the calories that are coming from food, it **stores** them as **fat**. Exercise helps keep you at a weight that is right for your height, by burning up extra calories. When you exercise, your body uses that extra fuel to keep you strong.

Exercise Makes You Feel Good

7 Exercising is an **excellent** way to feel happy, whether you are exercising on your own or with a group. If you have had a hard day at school, or just feel unhappy, exercising can help you feel better. That is because when you exercise, your body can **release** endorphins, chemicals that create a happy feeling. In addition, when you are breathing deeply during exercise and bringing more air into your lungs, your brain enjoys the extra oxygen. And when you are active and running around, sometimes it is hard to think about what was bothering you.

8 Exercise can make you feel proud, too. In other words, when you are stronger and you are able to do things better, you can feel better about yourself.

protect: keep safe

injuries: physical harm to the body

joint: part of the body where two bones meet

flexible: able to change without breaking

bend: move (part of) the body so that it is not straight any more

stretch: put arms and legs out straight

nutrients: things needed to keep a living thing alive and to help it grow

fuel: material burnt to produce energy

stores: keeps

fat: a white/yellow material under the skin

excellent: very good

release: let a chemical come out

Lesson 1

After You Read

Comprehension Check

1 **Check your understanding. Are these statements True (T) or False (F)? If they are not mentioned in the passage, write (N).**

.... 1. Aerobic exercise does not change the size of your heart.

.... 2. Exercise keeps us safe from some injuries.

.... 3. Children get less injuries than older people.

.... 4. Fat people do not usually use all the calories that are coming from food.

.... 5. Happiness has no chemical basis.

Compare your answers with a partner's.

2 **A) In paragraph 3, the writer explains how aerobic exercise helps your body work better to keep you healthy. Choose the sentence that best summarizes the explanation.**

Aerobic exercise ....

      a) helps you feel no tiredness

      b) helps the heart to send more oxygen to the muscles

      c) makes your muscles use less oxygen

      d) increases your blood.

Tell the class why the other sentences are wrong.

B) Complete the following sentence to show how exercise keeps you at a healthy weight. Then compare your sentence with a partner's.

Exercise helps you .... the extra .... that is stored in the body.

C) Exercise does three things to make you feel good. What are they?

1. ....

2. ....

3. ....

Compare your answers with a partner's.

Lesson 1   5

③ *Discuss the following questions in class.*

1. Why is exercise important?
2. How can exercise keep you at a healthy weight?
3. Why do people who exercise feel good about themselves?
4. How do we know what kind of exercise is good for us?

LESSON 2
Before You Read

How to Give a Good Speech

The number one fear of most people is speaking in public. This lesson introduces some ways to improve your speaking ability, as well as to overcome the fear of speaking to a group.

Lesson 2   11

Appendix E

Link to Videos
Most of the words, phrases, clauses and sentences in the videos are similar to the content of the reading comprehension passages in the textbooks. That is, the theme and topics of the videos are related to those of the reading passages.
Links to videos related to "*Global warming, global concern*"
1. https://youtu.be/oJAbATJCugs
2. https://youtu.be/tCWI-2aISoc
3. https://youtu.be/ab6jV4VBWZE
4. https://youtu.be/T-sy6rPJBj4
5. https://youtu.be/vddc0eWFDVs

Links to videos related to "*Earthquakes and how to survive them*"
1. https://youtu.be/_Udr0hfjVHM
2. https://youtu.be/67ffnuOrqDs
3. https://youtu.be/PPQIdwoYo8M
4. https://youtu.be/-zNyVPsj8zc
5. https://youtu.be/7wj6nrte9Ow

Links to videos related to "*How to give a good speech*"

1. https://youtu.be/oGdO_3jlVas
2. https://youtu.be/6RDnl3NFgsY
3. https://youtu.be/Z9N-JRx9Ifw
4. https://youtu.be/r2wlyFlYSuc
5. https://youtu.be/--jQ-Q06qlc
6. https://youtu.be/tShavGuo0_E
7. https://youtu.be/zJkMZwAXWbY
8. https://youtu.be/zJkMZwAXWbY

Links to videos related to *"Why exercise is important?"*
1. https://youtu.be/aE8HyN0zJcw
2. https://youtu.be/SFBBjynBpSw
3. https://youtu.be/O8ttt3M8qZM
4. https://youtu.be/Ovk5qEQ9vmw
5. https://youtu.be/ep9j7YaTfMg

About the authors:

Mahnaz Saeidi, Associate professor of English language at Islamic Azad University, Tabriz Branch, holds Ph.D. in Applied Linguistics. She is the member of University Publication Committee and the editor-in-chief of *The Journal of Applied Linguistics*. She has published books and articles and presented papers in national and international conferences. Her research interests are multiple intelligences, feedback, writing and genre analysis.

Heidar Ahmadi, English language teacher at Marand education department and visiting professor of English language at Payam-E-Noor University, Marand Branch, is a PhD candidate in Applied Linguistics. He has published articles and presented papers in national and international conferences. His research interests are critical discourse analysis, formative assessment, forensic linguistics and reading comprehension.