

Effects of Watching Videos on Reading Comprehension in EFL Learners

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Annotation: *As educational technology has advanced, the notion of technology-enhanced multimedia lessons has grown in popularity. One of the qualities that EFL students struggle with is reading comprehension. Watching English videos may be regarded an effective and popular strategy for learning English as a foreign language, and it should be given considerable consideration by instructors and academics. The current study aims to investigate the possible impacts of watching real English films (movies, TV series, etc.) with and without subtitles (English and Slovak) on listening and reading abilities. Considering this, the current study investigated the influence of video materials on improving the reading comprehension of EFL learners. The purpose of this study was to examine at the usefulness of employing video technology to improve reading comprehension.*

Keywords: *Reading Comprehension, Video Materials, YouTube, EFL*

Introduction

The four language skills – listening, reading (receptive skills), speaking, and writing (productive skills) are deemed to be the focus of L2 (second language, foreign language) classes, and both teachers and learners ought to attach major importance to all of them. Traditional methods of foreign language teaching primarily concentrated on reading and writing, paying scant attention to the skills of listening and speaking (Raissi, Nor, Aziz, Zainal & Saleh, 2013). According to CLT (Communicative Language Teaching), however, the four skills are integrated, and a particular emphasis is placed on listening and speaking (Rees-Miller, 2017). Alternatively, Korkmaz and Güneyli (2017) recognize the considerable significance of reading and listening since the productive skills cannot be acquired without gaining the receptive ones. Thus, all four skills should be incorporated within the process of EFL (English as a foreign language) teaching. Reading is also normally thought of as a passive skill, although according to (Fu, 2012, p. 54), “reading is an active skill, which constantly involves guessing, predicting, checking and asking oneself questions”. Dangsaart, Naruedomkul, Cercone, and Sirinaovakul (2008) and Pčolinská (2008) also assert that reading is an active skill involving a reader, text, and the interaction between them, and that it is a dynamic and interactive process.

YouTube is one of the platforms that may be utilized in reading instruction, according to technology or learning platforms that have improved in recent years, because it has a huge number of videos available, particularly in an educational context. Three former PayPal employees created YouTube on February 14, 2005. (Jefferson, 2005). You can easily upload, share, and watch videos with your friends and family when you use our video-sharing service. It overtakes YouTube as the leading provider of online video content (Burk & Snyder, 2008). Google executives saw a chance to purchase YouTube as its user base grew (La Monica, 2006). Many people believe YouTube to be a highly interesting social media site since it provides hundreds of videos spanning from entertainment to education, politics,

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health care, history, and so on (Bonk, 2009). As YouTube is a free service, it makes it simple for students and teachers to watch and publish videos. Teachers from all around the globe have formed their own YouTube channels and are frequently uploading various instructional films that many students find useful. An investigation on the use of YouTube as a teaching tool to improve pupils' reading comprehension is too limited. As a result, researchers concentrated on YouTube's efficacy as a primary-level learning aid.

Videos as efficient media in improving students' reading skills

"Improving pupils' reading comprehension abilities has emerged as a priority in educational and civilian institutions" (Lee & Chang, 2016, p. 1501). Some research (Borras & Lafayette, 1994; Danan, 2004) supported the idea that audio-visual resources improved by subtitles increase L2 reading. Lwo and Lin (2012) used a quasi-experiment to look at the impact of captions on teens' L2 learning. The findings showed that the effects of various captions in multimedia L2 learning on vocabulary acquisition and reading comprehension are depending on the students' L2 ability.

As mentioned by Kruger and Steyn during 2013, they found a substantial positive association between comprehension and subtitle reading in the setting of English subtitles on English academic lectures, suggesting that employing subtitles in reading instruction and L2 learning is beneficial. Another research by Koolstra, Voort, and Kamp (1997) claims that watching subtitled television shows improves children's reading skills over time.

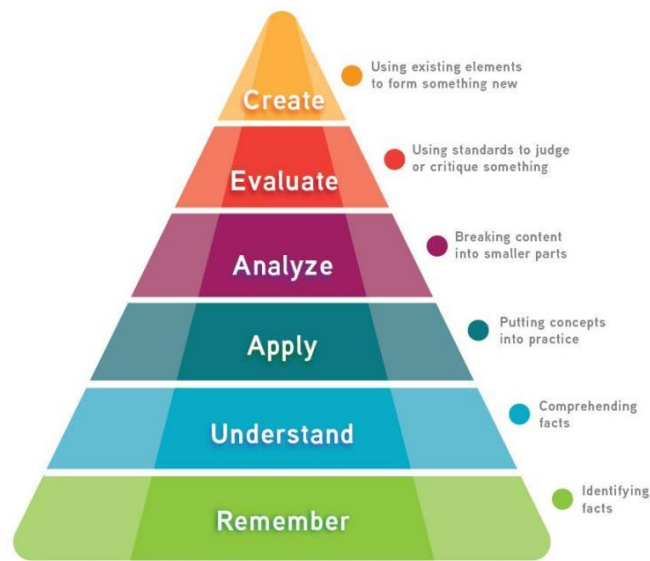
The impacts of watching captioned videos on EFL learners' content comprehension, vocabulary acquisition, and language competency were investigated by BavaHarji, Alavi, and Letchumanan (2014). The findings showed that watching captioned instructional films has a greater impact on acquiring vocabulary and improving language competency than it does on subject understanding. The findings of the reading comprehension component, on the other hand, showed that captioned instructional video had a positive impact.

Hwang and Huang (2011) investigated at how watching captioned video affected Taiwanese university freshmen are reading comprehension. When compared to those who did not utilize subtitles, the data indicated that those who watched captioned video did not perform higher on the reading exam.

Students should be encouraged to share their thoughts on what they've studied and to apply what they've learned to their personal experiences. As a result, the instructor in a reading class is critical in bridging the gap between new material and current schemata to improve text comprehension. Bloom's Taxonomy Domain is useful in guiding pupils through the above-mentioned procedure. The six levels of Bloom's Taxonomy Domain are depicted in the diagram below:

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In this regard, YouTube is one of the resources that might help students activate their schema. YouTube is a prominent video-sharing website that was created in 2005. Many EFL students utilize YouTube to improve their reading comprehension. As a result, it is evident that YouTube has huge potential to help students improve their language acquisition, particularly their reading abilities (Alwehaibi, 2015). Simultaneously, YouTube allows teachers to connect kids to real-life nature. YouTube is a valuable resource for language learning that helps learners recall quickly, and it plays a significant part in enhancing the process of language acquisition.

Balan (2012) examined a research on the effects of video and static visuals on students' reading comprehension and motivation to see if utilizing video may improve the experimental group's reading comprehension scores when compared to the control group who were taught with static visuals. 80 kids from two secondary schools took part in the event. According to the findings, incorporating video boosted students' literal and critical understanding greatly.

Pre-reading video clips appear to increase pupils' prior knowledge and can aid comprehension by offering visual pictures for unfamiliar themes. Furthermore, visualizing has been identified as a critical requirement for a competent reader to boost his reading comprehension ability (Draper, 2012). Preparing for learning by doing meaningful pre-reading while attempting to connect new learning material to past knowledge is referred to as meaningful pre-reading (Zhang, 2001). According to King (2002), videos can compensate for some of the flaws in the EFL learning experience since they have several characteristics such as being realistic, motivating, entertaining, and context-based. As a result, watching movies before reading may aid in mastering learners' reading comprehension by focusing on these aspects.

Videos can be useful in learner-centered language learning or even minimally scaffolded learning, such as the usage of YouTube video segments for learning foreign languages in our current digital era (Mekheimer, 2011). Chiu and Lee (2009) investigated the link between image processing and pre-class video watching of lecture content. Their findings demonstrated that pre-class video watching of lecture content and hands-on activities in class improved high-school students' understanding of fundamental image processing.

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The Benefits of Using Video Materials in reading skills:

Teaching aids offer language learner in a real-life context, making it easier for them to communicate. In fact, for good comprehension, the EFL student should employ a variety of strategies, such as videos, to replicate and comprehend the intended meaning of the speaker. Terrell (1993) used reading comprehension as an example to highlight the integration of films for integrated language learning. He added that "...reading comprehension instruction with [genuine] video resources for intermediate students provides them with experiences that cannot be replicated in typical classrooms that are confined to instructor/student contact" (p.22).

The use of video assets in educational contexts may be a fantastic tactic, and EFL learners benefit greatly when they are used in conjunction with a dynamic learning strategy. When second language learners listen to the files while watching videos in educational contexts, they have access to a variety of information. In fact, students may listen and watch what is going on at the same time. Miller (2003) stated that nonverbal behavior or paralinguistic parts of spoken text are now accessible to EFL learners, allowing them to improve their knowledge in the educational situation. Many foreign language students watch video files outside of class, but few of them value them. Most esl students use video outside of class, but few see them as a good way to improve their reading comprehension. As a result, these comments demonstrate that watching video resources is extremely beneficial for EFL learners to supplement their understanding of the foreign language outside of the classroom.

Conclusion

The current study analyses the influence of video technology on the development of reading comprehension in Iranian intermediate EFL learners. According to the findings of this study, video technology had a substantial influence on the reading comprehension capacity of Iranian intermediate EFL learners. Considering that videos are one of the most effective instructional methods for teaching reading to EFL learners, it could be firmly claimed that correct usage of this technology would considerably benefit teachers and instructors in promoting high school students' reading comprehension.

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