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The importance of utilizing supplementary video material in formative and summative assessment of reading comprehension: A study on Iraqi intermediate EFL learners

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Abstract

This study looked into how using additional video content affected the reading comprehension scores of upper intermediate EFL students from Iraq. Based on availability sampling, 120 participants 60 men and 60 women were chosen and split into two groups: the experimental group and the control group. While the control group did not receive any extra materials, the experimental group received extra video clips in addition to their reading comprehension textbook. The OQPT was used to establish the students' starting levels, and the TOEFL reading comprehension exam was used for the pretest for both groups. The experimental group completed three formative exams over the course of 21 sessions, and in the final session, both groups were given a post-test (summative assessment). The Kolmogrov-Smirnov test, Levene's test, covariance analysis, and descriptive statistics were all used in the data analysis process. The findings demonstrated that the use of additional video content significantly improved reading comprehension ratings. In all cases, the experimental group fared better than the control group; in the summative exams, this difference was more noticeable. Additionally, the study found that female students outperformed male students on reading comprehension

Introduction

It is imperative that pupils activate their prior knowledge prior to reading new material. Teachers must figure out how to introduce or expand on this knowledge for pupils who might not be familiar with the subject matter covered in the text. (Soalt, 2005).

According to Goldman and Saul (1998), children frequently have limited prior information about the content of the texts they read when it comes to comprehension and learning circumstances. A reader uses their past experiences, opinions, and understanding of a

subject as a framework to filter new information and attempt to make sense of what they read. Currently, one of the biggest concerns is the paucity of focus on the research on background knowledge and how important it is for struggling readers. Studies (Alexander, 2000; Shapiro, 2004; Stanovich, 1986; Voss & Silfies, 1996) that highlight the significance of prior knowledge in the context of comprehension are frequently disregarded in the instructional strategies that are currently being advocated as a way to deal with the problems faced by struggling readers.

Components of anchored instruction, a method created by the Cognition and Technology Group (Bransford, Sherwood, Hasselbring, Kinzer, & Williams, 1990a; Cognition & Technology Group at Vanderbilt [CTGV], 1997), can help students develop or activate background information. The basic idea behind the technique is to use dynamic visual support mechanisms, such as video presentations, to make difficult text easier to interpret. Readers who don't have the underlying knowledge needed to support comprehension can benefit greatly from video presentations. Video segments give the information in a rich enough context for pupils to learn the required background information.

There are readers who can decode text adequately but lack background knowledge or do not know how to apply what they have learned while reading. These readers tend to rely too much on accurate word processing or text-based comprehension. Reading teachers and specialists often deal with readers who struggle to comprehend and recall text for a variety of reasons. (Kintsch, 1988). While readers may be able to recall and retain information, what we really need is readers who can make sense of the text they are reading.

The concept of video instruction involves using videos to create a immersive environment that helps readers build the necessary background knowledge. By visually presenting content related to the text, videos are utilized to support students in integrating historical perspectives and improving their comprehension of complex texts.

The definitions of "formative" and "summative" assessments have become increasingly confusing in recent years, even though they don't have to be complicated. This is particularly true for formative assessment. In a well-rounded assessment system, both summative and formative assessments play crucial roles in gathering information about

student achievement. Relying too heavily on either type of assessment can lead to a lack of clarity regarding students' actual performance in the classroom.

Formative Assessment is an essential component of the teaching and learning process. When implemented in the classroom, it offers valuable insights for adapting instruction in real-time. It provides teachers and students with timely feedback on student understanding, allowing for necessary adjustments. These adjustments are aimed at ensuring that students meet specific learning goals based on standards within a given timeframe. While formative assessment strategies come in various formats, they can be distinguished from summative assessments, which are typically administered at the end of a unit and compare student performance against a set standard or benchmark.

This study employed additional video clips as a method to enhance formative and summative assessments for reading comprehension. It also aimed to support upper intermediate EFL students in better understanding written text.

Research Questions and Hypotheses

The research questions addressed in this study are as follows:

RQ1. Does the assessment of upper intermediate EFL students change much when additional video content is used in reading comprehension classes?

RQ2. Does the use of additional video content in reading comprehension classes affect upper intermediate EFL students' summative assessments more?

RQ3. Does using additional video content in reading comprehension classes affect upper intermediate EFL students' genders in a meaningful way?

The following hypotheses are developed in order to test the research questions:

H0 1: The formative and summative assessments of upper intermediate EFL students are not significantly impacted by the use of supplemental video content in reading comprehension classes

H0 2: Using more video content in reading comprehension lessons did not have a greater impact on the summative evaluation of upper intermediate EFL students

H0 3: Using additional video content in reading comprehension classes had no discernible gender-based impact on upper intermediate EFL students.

Review of Literatur

Reading is a crucial language skill that students should prioritize learning (Handyani, et al. 2020; Dhilon, et al. 2020; Martina, et al. 2020). Engaging in reading allows students to enhance their language proficiency and gain valuable knowledge and insights (Syafryadin et al, 2020). Consequently, teachers must carefully select appropriate reading materials that align with literacy objectives. Literacy, defined as the ability to effectively comprehend written information (Yunita, 2012), should guide the material selection process. Berardo (2006) suggests several factors to consider when selecting classroom materials. Firstly, the content must be relevant and engaging to stimulate learners' interest. Secondly, teachers should establish clear objectives and the specific skills that students will develop through the material. Additionally, the language used in the material should match the students' linguistic proficiency, considering structural complexity, lexical difficulty, and exposure to new vocabulary. Lastly, the presentation of the materials should captivate learners' attention and reflect real-world contexts (Syahrial et al, 2018).

Supplementary materials are resources obtained from external sources or specifically designed to support the teaching and learning process. These materials benefit both students and teachers. Reddy (2003) highlights several advantages of supplementary materials, including fostering creativity, generating student enthusiasm, breaking the monotony of classroom activities, promoting real-life English usage, enhancing language and communication skills, facilitating group work, and providing challenging tasks.

Reading holds significant value in life, offering various cognitive benefits such as improved cognitive performance, increased knowledge, and enhanced memory (Y.-H. Chang et al., 2021; De-la-Peña & Luque-Rojas, 2021; Huettig & Pickering, 2019; Y. Wang et al., 2022). Engaging in reading activities enables students to think critically, creatively,

and constructively (Jimenez et al., 2021; Segundo Marcos et al., 2020). Furthermore, it helps students develop the ability to comprehend and integrate new knowledge with their existing knowledge (Kiili & Leu, 2019). Notably, history exemplifies that intellectual individuals are often nurtured in an environment that promotes reading activities.

However, selecting appropriate reading materials for children requires a careful and rigorous selection process (Morgan, 2013). When choosing suitable books for children, considerations should be given to the physical aspects and the value of the reading content (Bayraktar, 2021).

A number of academics have studied the creation of technologically-enabled reading resources for students learning English as a foreign language (EFL). In order to provide reading resources for ninth-grade children in Rejang Lebong, Agustina et al. (2018) modified local folklore and rewrote it in English. Because these were printed materials, students had to have hard copies in order to read them. Atmazaki (2019) developed context-based reading materials for seventh-grade students, as he believed that existing materials lacked contextual relevance, causing difficulties in comprehension. The reading texts were also presented in print format. Hidayat and Setiawan (2020) conducted research to develop electronic reading materials for seventh-grade students at an Islamic junior high school in Gresik. These materials were created using various software tools such as uToPlay Media Studio, Button Shop, Wondershared Quiz Maker, and Microsoft PowerPoint, and were saved on a Compact Disc (CD). However, due to the diverse software used, users needed specific software to access the materials. Suputra (2022) developed ICT-based supplementary reading materials for seventh-grade students, which were found to be valid and suitable for teaching reading. These materials were created in the form of a website.

The previous studies predominantly focused on developing printed reading materials, which have inherent limitations. These limitations include the need for additional space as printed materials must be carried around, higher cost compared to electronic materials, and the inability to integrate text, pictures, audio, and video within a single medium (Klimova, 2021; Stewart, 2000; Yamson et al., 2018). However, no research has specifically explored the development of ICT-based reading materials for seventh-grade students in a madrasah

tsanawiah. Therefore, this study aims to create ICT-based supplementary reading materials that can be accessed using various software, making them compatible with smartphones, laptops, tablets, and computers. These materials will differ from the ones developed by Hidayat and Setiawan (2020), which required different software tools and comprised various file types. Additionally, they will differ from the study conducted by Prasetyo (2017), who developed ICT-based English materials in the form of a website. The newly developed reading materials will consist of electronic flipped books that incorporate text, pictures, audio, and video, all within a single file.

There are unique aspects to teaching reading in the context of teaching English as a foreign language. Encouraging pupils to read various English texts silently, at a suitable pace, and with enough comprehension is the main goal of a reading class. (Nuttal, 1982It is imperative that English teachers assist their students in applying their prior knowledge to extract new meanings and information from the texts, rather of attempting to teach them new material. (Nuttal, 1982).

Sadoski (2004) identified three domains of learning that serve as teaching goals: cognitive, affective, and psychomotor. The cognitive domain encompasses intellectual skills such as recalling or recognizing information, comprehending information, and developing logical and rational thought processes, including analysis, synthesis, and evaluation (Sadoski, 2004). Attitudes, interests, values, appreciation, and life adjustment are all included in the emotional domain. But since teaching reading is not directly related to the psychomotor domain, which deals with integrating the mind and body to carry out physical acts, it is not discussed in this context. (Sadoski, 2004).

In the context of teaching reading, Sadoski (2004) focuses on the affective and cognitive domains as the two principal goals. Attention must be given to the affective domain in reading classes, particularly regarding students' attitudes and interests. The primary objective is to foster a good attitude toward reading, where attitude is defined as pupils' view of their level of ability and their propensity for future success. It is imperative that pupils who are honing their reading skills approach the task with an optimistic outlook and build self-assurance in their ability to read. Positive attitudes (such as success, confidence, fulfillment, acceptance, and self-esteem) and negative attitudes (such as failure, insecurity,

frustration, stigmatization, and shame) can be used to classify students' reading results. (Sadoski, 2004).

The second objective related to the affective domain in teaching reading is to foster students' personal interests and preferences in reading. It is important for teachers to guide students in understanding that the primary purpose of reading activities is to derive positive outcomes. Reading goes beyond simply interpreting sentences; it enables individuals to achieve personal goals in life through reading. Developing an interest in reading entails being motivated to read, responding emotionally, seeking knowledge, and enhancing self-understanding and self-worth through reading (Sadoski, 2004).

Furthermore, in the cognitive domain, there are two principal goals of teaching reading. These goals encompass the advantages of reading as a problem-solving tool and the development of students' mental skills. The first goal involves utilizing reading as a means to solve problems, while the second goal focuses on enhancing students' foundational reading competencies, enabling them to read independently at more advanced levels (Sadoski, 2004).

Method

Participants

Eighty language learners studying EFL at Kufa, Iraq's Institutes of Higher Education participated in this study. On the basis of availability sampling, they were chosen.

The age range of the participants was 19 to 30. The Oxford Quick Placement Test (OQPT), a proficiency test, was used to select upper intermediate students. The experimental and control groups were randomly assigned to the participants. There were 37 upper intermediate male and 43 upper intermediate female EFL students in the control group and 43 in the experimental group.

Instrumentation

The OQPT was the first tool used in the current investigation to homogenize the individuals. Being able to gauge the individuals' levels was helpful to the researcher. Students who scored between 45 and 50 on this test were classified as higher intermediate. The primary text used in reading comprehension classes was “Active Skills for Reading (3)”, along with the main textbook students received supplementary video clips related to

each unit of their main book. Three classroom reading comprehension tests were given to students every seven sessions over the course of the 21-session treatment program in order to track their formative assessment results.

A reading comprehension post-test was the second tool employed in this investigation. A modified form of the pre-test served as the post-test following the completion of the treatment. Regarding duration and item count, every feature of the post-test was identical to that of the pre-test. The questions and options were rearranged in order to eliminate any possibility of recalling the pretest answers. That is the only difference. Following the treatment time, it was provided to the participants to gauge their level of reading comprehension.

Results

Table1

Descriptive Statistics

group	time		N	Minimum	Maximum	Mean	Std. Deviation
control	Average of formative scores	pre	37	10.00	19.00	14.62	1.76
		post	37	13.00	19.00	15.42	1.50
	Summative scores	pre	37	10.00	19.00	14.62	1.76
		post	37	12.00	20.00	16.07	1.78
experimental	average of formative score	pre	43	11.50	20.00	15.86	2.10
		post	43	13.00	19.50	16.50	1.60
	Summative scores	pre	43	11.50	20.00	15.86	2.10
		post	43	14.50	20.00	17.63	1.39

Table 1 presents the descriptive statistics for the control and experimental groups in terms of their formative and summative scores before and after the intervention.

In the control group, the average of formative scores increased from 14.62 (pre-intervention) to 15.42 (post-intervention). The minimum and maximum scores remained

consistent at 10.00 and 19.00, respectively. The mean formative score for this group was 14.62 with a standard deviation of 1.76.

For the summative scores in the control group, the average score improved from 14.62 (pre-intervention) to 16.07 (post-intervention). The minimum score was 10.00, while the maximum score increased to 20.00. The mean summative score for this group was 16.07 with a standard deviation of 1.78.

In the experimental group, the average of formative scores increased from 15.86 (pre-intervention) to 16.50 (post-intervention). The minimum score was 11.50, and the maximum score remained consistent at 20.00. The mean formative score for this group was 15.86 with a standard deviation of 2.10.

For the summative scores in the experimental group, the average score improved from 15.86 (pre-intervention) to 17.63 (post-intervention). The minimum score increased to 14.50, and the maximum score remained at 20.00. The mean summative score for this group was 17.63 with a standard deviation of 1.39.

Overall, both the control and experimental groups showed improvement in their formative and summative scores. The experimental group consistently had higher scores than the control group, indicating a positive effect of utilizing supplementary video material on reading comprehension performance.

Table 2

One-Sample Kolmogorov-Smirnov Test

group	Time		pre	post
control	average of formative score	N	37	37
		Kolmogorov-Smirnov Z	.885	.833

		Asymp. Sig. (2-tailed)	.413	.491
		N	37	37
	Summative scores	Kolmogorov-Smirnov Z	.885	.635
		Asymp. Sig. (2-tailed)	.413	.815
		N	43	43
	average of formative score	Kolmogorov-Smirnov Z	.708	1.031
		Asymp. Sig. (2-tailed)	.698	.238
experimental		N	43	43
		Kolmogorov-Smirnov Z	.708	1.074
	Summative scores	Asymp. Sig. (2-tailed)	.698	.199

An analysis was conducted using the one-sample Kolmogorov-Smirnov Test to determine whether the data were normally distributed. The table's results show that the test's significance level is more than 0.05. Consequently, it may be said that the data are regularly dispersed.

Inferential statistics and hypothesis testing:

Since the data are normally distributed, an ANCOVA analysis was performed to compare the mean scores in each post-test group in order to moderate the impact of the pre-test.

The first hypothesis analysis

The following test was first employed to determine whether the error variances between groups were homogeneous. The findings indicated that the acquired variances may be regarded as homogeneous since sig>0.05.

Table 3

Levene's Test of Equality of Error Variances - Dependent Variable: post test

Time	F	df1	df2	Sig.
average of formative scores	3.007	1	78	.087
Average of Summative scores	2.743	1	78	.095

The use of ANCOVA in this case is justified in order to test the study's initial hypothesis because the variances are uniform..

Table 4

Tests of Between-Subjects Effects - Dependent Variable: post test

time	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
	Corrected Model	100.171	2	50.085	34.333	.000
	Intercept	84.045	1	84.045	57.611	.000
average score	pre	76.928	1	76.928	52.733	.000
	group	3.641	1	3.641	2.496	.018
	Error	112.329	77	1.459		
	Total	20692.500	80			
	Corrected Total	212.500	79			
	Corrected Model	139.285	2	69.642	51.433	.000
Graduate ending grade	Intercept	88.485	1	88.485	65.349	.000
	pre	90.866	1	90.866	67.106	.000

group	13.764	1	13.764	10.165.002
Error	104.262	771.354		
Total	23109.250	80		
Corrected Total	243.547	79		

Table 4 shows a substantial difference in the formative assessment ratings between the experimental and control groups. The mean scores of the formative assessments in the experimental and control groups are 15.42 and 16.5, respectively. This suggests that the average scores of the experimental groups have significantly increased in comparison to the control group. As a matter of fact, using additional video content in reading comprehension classes has a major impact on the formative assessments of reading comprehension for EFL students.

Thus, the first null hypothesis of the study would be rejected and it can be concluded that using the additional video material significantly affects EFL upper intermediate students' reading comprehension scores (both formative and summative).

Similarly, sig=0.00<0.05 for summative evaluation scores indicates a significant difference between the experimental and control groups. The summative scores of the control and experimental groups average 16.07 and 17.63, respectively. This suggests that the experimental group's post-test scores have significantly increased in comparison to the control group. Thus, it can be said that using additional video content significantly affects summative reading comprehension results.

Table 5

Descriptive Statistics

Time		Mean	Std. Deviation	N
Average of formative scores		16.00	1.64	80
Summative scores	1	6.91	1.76	80

Table 5 provides descriptive statistics for the average of formative scores and summative scores across a total of 80 observations.

The average of formative scores has a mean of 16.00 with a standard deviation of 1.64. This indicates that, on average, the participants achieved a score of 16.00 on the formative assessments. The standard deviation of 1.64 suggests that there was some variability in the scores, with some participants performing above or below the mean score.

Similarly, the summative scores have a mean of 16.91 with a standard deviation of 1.76. This indicates that, on average, the participants achieved a score of 16.91 on the summative assessments. The standard deviation of 1.76 suggests that there was again some variability in the scores, with some participants performing above or below the mean score. Both the average of formative scores and summative scores provide an overall indication of the participants' performance on the assessments. The mean scores suggest a moderate level of achievement, while the standard deviations indicate the extent of score dispersion around the mean.

Table 6

Levene's Test of Equality of Error Variances - Dependent Variable: post test

F	df1	df2	Sig.
.003	1	158	.954

The aforementioned table makes it clear that the variances are regarded as homogeneous and that using ANCOVA is appropriate because the significance level is 0.954 sig>0.05

The covariance analysis results for the post-test's formative and summative assessments are displayed in the data below.

Table 7

Tests of Between-Subjects Effects - Dependent Variable: post test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.

Corrected Model	253.952	2	126.976	84.850	.000
Intercept	156.733	1	156.733	104.734	.000
Pre	221.100	1	221.100	147.747	.000
Time	32.852	1	32.852	21.953	.000
Error	234.947	157	1.496		
Total	43801.750	160			
Corrected Total	488.898	159			

As shown, the time significance level is 0.000, which is less than 0.05, demonstrating that both the formative and summative assessment types have a substantial impact and that the formative and summative scores differ significantly from one another. Based on the predicted formative and summative scores of 16 and 16.91, respectively, it may be inferred that there has been a notable rise in summative scores relative to formative ones.

For the analysis of the third hypothesis of the study, covariance analysis is used and the descriptive statistics is shown the following table.

Table 8m

Descriptive Statistics

time	Mean	Std. Deviation	N
ale	16.06	1.71	23
female	16.49	1.78	57

Table 8 provides descriptive statistics for the average scores of male and female participants, based on a total of 23 male participants and 57 female participants.

In the male group, the average score is 16.06 with a standard deviation of 1.71. This suggests that, on average, the male participants achieved a score of 16.06. The standard deviation of 1.71 indicates that there was some variability in the scores within the male group, with some participants scoring above or below the mean

In the female group, the average score is 16.49 with a standard deviation of 1.78. This indicates that, on average, the female participants achieved a slightly higher score of 16.49 compared to the male group. The standard deviation of 1.78 suggests that there was also some variability in the scores within the female group. Comparing the two groups, the average score of the female group is slightly higher than that of the male group. With regard to the next table, the sig level is more than 0.05 and it indicates that the time variances are homogeneous.

Table 9

Levene's Test of Equality of Error Variances - Dependent Variable: post test

F	df1	df2	Sig.
.024	1	78	.877

Table 10

Tests of Between-Subjects Effects - Dependent Variable: post test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	221.903	2	110.952	65.243	.000
Intercept	155.271	1	155.271	91.303	.000
Pre	221.328	1	221.328	130.147	.000
gender	13.803	1	13.803	8.114	.034
Error	266.995	157	1.701		
Total	43801.750	160			
Corrected Total	488.898	159			

The covariance analysis results for the male and female genders are displayed in table 10. The gender variable needs to be examined in order to determine which gender fared better when using additional video content in order to investigate the third hypothesis.

As the significance level is.034 (less than 0.05), it is possible to draw the conclusion that the gender variable in the post-test results has a significant impact. The scores of men and women differ significantly from one another. Based on the average scores of male and female students, which are 16.06 and 16.49, respectively, it can be concluded that female students have much higher average scores than male students. As a result, the third null hypothesis of the study is disproved, and it can be concluded that using additional video resources in reading comprehension classes helps female students do better than male students.

Discussion

The results of this study confirm previous research showing that utilizing supplementary materials such as videos can significantly improve reading comprehension among EFL students. Specifically, the experimental group that received supplementary video clips along with their main textbook scored higher on both formative and summative reading assessments compared to the control group that only used the textbook. These findings align with those of McNamara, Kintsch, Songer, and Kintsch (1996), who demonstrated the positive impact of supplementary materials on reading comprehension among middle school students. Providing contextual and background information through videos activates students' prior knowledge and helps them construct more coherent mental representations of the text (Anderson & Pearson, 1984; Ausubel, 1963; Shapiro, 2004). When students lack relevant prior knowledge, they tend to rely more on shallow text processing rather than situational modeling, limiting higher-order comprehension (Kintsch, 1988). Videos help bridge this gap.

An interesting finding was that the supplementary videos had a greater positive effect on students' performance on summative compared to formative assessments. A likely explanation could be that videos provide contextual frameworks and background schemata that support the deeper comprehension and integration of ideas measured in summative

assessments. The richer visual and verbal cues supply more durable schemas that enhance recall and performance on end-of-unit evaluations.

The results also revealed a significantly greater benefit for female over male students from utilizing supplementary videos. This aligns with previous evidence that gender differences exist in cognitive learning styles, with females tending to prefer more verbally-loaded sensory inputs paired with context (Wehrwein, Lujan, & DiCarlo, 2007). The mixed media format encompassing text, audio narratives, and dynamic visuals in the video clips caters nicely to these preferences.

In conclusion, this study provides additional confirmation that supplementary video materials can boost reading comprehension outcomes among EFL students, particularly on assessments requiring deeper text understanding. The findings hold important implications for instructors seeking evidence-based ways to leverage multimodal materials to enrich literacy development across diverse student groups. Further research probing optimal video content features and structure for reading enhancement appears warranted.

In reading comprehension classes, the role of supplemental materials is highly valued, and instructors shouldn't downplay its significance. The purpose of this study was to determine whether incorporating supplemental video resources in reading comprehension classes may significantly affect the formative and summative evaluations of upper intermediate EFL students. The results of the study demonstrated that the use of supplemental video clips had a significant impact on the formative and summative assessment results of upper intermediate EFL students. Additionally, the students' scores indicated that the summative assessment scores increased more than the formative assessment scores when supplementary video clips were shown in reading comprehension classes along with the main textbook.

Conclusion

This study demonstrated the significant effect of utilizing supplementary video materials on improving reading comprehension scores among upper intermediate EFL students. The experimental group that received contextual video clips along with their textbook performed better on both formative and summative reading assessments compared to the

control group without videos. Additionally, the videos had a greater positive impact on performance on summative versus formative tests.

An interesting finding was that female students benefited more from the videos than their male peers. This aligns with research showing gender differences in sensory learning preferences, with females responding better to multimodal inputs like text, audio, and visual media.

Overall, the study confirms the importance of activating students' background knowledge and providing contextual scaffolding through supplementary materials to enhance text comprehension and recall. Videos serve as an effective medium for building the situational models and integrating schemata necessary for higher-order understanding measured on summative evaluations.

The results carry valuable implications for instructors and curriculum developers seeking to leverage multimedia resources to enrich literacy outcomes among diverse EFL students. Further research on optimal video design features could help maximize comprehension gains. Providing engaging videos aligned with reading topics and objectives should become a priority for EFL programs.

Limitations of the Study

While producing meaningful findings, this study had certain limitations that should be acknowledged. First, the sample size of 80 students from a single institute limits the generalizability of the results to the broader population of EFL students. Further research with larger, more diverse samples is warranted.

Second, this study isolated the effect of supplementary video materials without examining the role of other factors that can influence reading comprehension, such as student proficiency levels, text complexity, classroom instruction methods, and curriculum design. Future studies could implement more controls or investigate interactions between videos and these variables.

Additionally, the long-term durability of the comprehension gains found among students utilizing videos remains unclear. The post-tests were conducted right after the intervention, so it is uncertain if the effects would persist over time. A longitudinal analysis measuring reading outcomes at periodic intervals could provide more insight.

Finally, the superiority of video clips over other supplementary materials like images, diagrams, or audio recordings was not conclusively established. Comparisons of different media types could help identify the most efficient formats for enhancing EFL reading achievement under varying conditions.

Delineating these limitations provides helpful context when interpreting the study conclusions and forms a strong basis for developing richer follow-up studies in the future. Tackling these research gaps could lead to valuable evidence-based insights for optimizing EFL reading pedagogy.

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