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Enhancing Literary Comprehension: The Role of Video Materials in the Literary Texts Pre-Reading Stage

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Summary:

This study investigates the impact of using instructional video materials in the pre-reading stage of teaching literature, focusing on how such multimedia resources can activate learners' schema and enhance their comprehension of literary texts. To carry out this research, the researcher selected two selected poems: Elizabeth Barrett Browning's "The Cry of the Children" (1843) and William Blake's "London" (1794). The texts were integrated with historically themed video materials: "Children Who Built Victorian Britain" and "The Dark Side of London" respectively. A mixed-methods approach was employed, combining classroom observation and student questionnaire to collect both quantitative and qualitative data. The findings indicate that incorporating contextual video materials before the reading phase substantially enhanced students' grasp of the poems' social and historical contexts. This, in turn, enabled them to analyze the text with greater insight and empathy. The study concludes that using pertinent video materials before reading helps activate students' existing knowledge, enriches their vocabulary and strengthens their understanding of literary texts.

Keywords: literature; videos; pre-reading stage; engagement; schema activation

INTRODUCTION

The modern era has been witnessing the influential effect of using technology which has dramatically altered different aspects of human life, and brought many changes at the level of society, economy, politics and education. Technology plays a pivotal role that supports and transforms education in many ways; its impact has a wide reach in offering new tools and platforms to enhance learning and create a flexible learning environment.

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Moreover, in the quickly evolving world of education, technology has become a key driver of change, reshaping how knowledge is shared and consumed. Thanks to the digital revolution and the proliferation of mobile devices, videos have become an integral part of students' daily lives. As the world shifts to digitization, conventional teaching/learning methods such as textbooks and traditional lectures may not capture students' attention or meet their learning preferences. As a result, this shift stresses the need for more dynamic and intriguing instructional resources, as the continued reliance on traditional approaches might lead to the lack of students' engagement.

In the context education, the pre-reading stage plays a crucial role in equipping students with the necessary tools to engage with literary texts with greater insight and engagement. Incorporating video content at this stage can significantly enhance learners' readiness by providing rich context both visual and auditory that traditional pre-reading strategies do not provide. Samat and Aziz (2020) revealed that using audio-visual aids significantly improved pupils'reading comprehension. The usage of videos, followed by the use of sounds and images, was shown to be particularly helpful. Videos such as film adaptations, historical documentaries and thematic visual content can help shed a light on the cultural, emotional and social background of a literary work enabling students to tackle the text with a deeper grasp.

The teaching of literature often presents challenges for students, particularly when texts contain historical, cultural, or social contexts that are unfamiliar to them. Learners may struggle to fully comprehend themes, imagery, and the emotional tone of literary works when they lack prior knowledge or relevant schema. To address this challenge, educators have increasingly explored the use of multimedia resources, such as instructional videos, to prepare students before engaging with a text. To make the teaching of literature easier and enjoyable at the same time, several scholars such as Makheimer (2020) emphasized the usefulness of videos in teaching literary texts for the dynamics of communication that substitute various kinds of books and orient the learners with the real language use.

Although some studies have explored the use of pre-reading activities to activate students' prior knowledge, there is a limited empirical research investigating **the specific role of instructional videos in the pre-reading stage of literature classes in Algerian EFL classroom.** Most studies focus on videos for developing oral skills or general comprehension, not as a planned strategy before reading poetry. In other words, The effectiveness of videos is usually measured in terms of vocabulary acquisition, gist understanding, or factual comprehension. As a result, the gap lies in its focus on the use of videos as pre-reading contextual tools to enhance literary comprehension of poetry, which is a literary genre that requires interpretation of imagery, symbolism, tone and social criticism in an EFL setting.

Unlike previous research that has mainly examined multimedia use for general reading or language skills, this study explores how historical documentaries shown before reading support Algerian EFL learners' interpretation of culturally and historically distant Victorian poems.

In view of the gap identified in the literature, the following research questions are formulated:

1. To what extent do instructional videos facilitate pre-reading schema activation in literature classes?
2. What are students' attitudes towards the use of pre-reading videos reading literature particularly poetry?

In response to the research questions, the study posits the following hypotheses:

1.It is hypothesized that the integration of instructional videos in literature classes will significantly facilitate activate learners' pre-reading schema by providing contextual and historical information, stimulating prior knowledge, and supporting a deeper understanding of the text.

2. It is suggested that students will demonstrate positive attitudes towards the use of pre-reading videos, perceiving them as helpful tools for understanding the content, context, and themes of culturally and historically distant texts.

The goal of this study is to examine the effectiveness of using instructional videos during the pre-reading stage of literary texts, and to explore how these videos can serve as a powerful tool to enhance students' engagement and motivation in literary learning. To undertake this research, a mixed methods approach has been employed. Two historically contextual videos, ***Children Who Made Victorian Britain"*** and ***"The Industrial Revolution: The Dark Side of London"*** were integrated separately in literature classes to First Year Students in the pre-reading stage of Elizabeth Barrett Browning's Poem *The Cry of the Children* (1843) and William Blake's *London* (1794), respectively. Data were collected through **teacher observation** and **students questionnaire.** The teacher conducted observations during the pre-reading and reading activities, perceiving students' engagement, participation, and evidence of schema activation. The questionnaire, however, was administered to students after the lesson to collect students' views on how the videos influenced their comprehension, understanding of historical context, and motivation to engage with the texts. By combining these two approaches, the study offers an in-depth investigation of the cognitive and emotional effects of using video materials in literature instruction.

2. Video Based Learning

Technology-based learning in education has emerged as a powerful instructional approach that aligns with the digital habits of today's learners. A notable benefit of technology-enhanced learning is its ability to promote more

learner-centered educational experiences (Hemmer, 2021). unlike traditional teacher-led instruction, technology assisted learning empower learners to take a more active role in education by providing them with flexibility and autonomy. Traditionally, learning has been viewed as a didactic process on which teachers transmit a set of information to learners to memorize, this method highlight a key limitation as proposed by Vygotsky (1978). According to this theory, effective learning happens when learners are actively involved in the earning process, constructing knowledge through engagement. Closely near to this idea is the concept of scaffolding as developed by Vygotsky wherein a 'more knowledgeable other' (such as a parent, a teacher or a tool) assists the learner's progression from prior knowledge to what they could learn under the assistance of this help. This support can also take the form of digital tools including audiovisual material and internet resources which help bridging the gap between existing knowledge and the new acquired one. Thus, in this context, video materials serve as scaffolding tools that can enhance comprehension. Vygotsky's concept can better serve as a supportive aid in literature education when videos can provide the background knowledge or contexts students need to engage deeply with classical literary texts.

This idea aligns with Mayer's *Cognitive theory of Multimedia Learning (2014)* which stresses that students learn more effectively when information is delivered through a combination of text, sound and visuals as seen in instructional videos that explain complex content. He affirms: '' assertion that '' learners learn more deeply from words and pictures than from words alone''(2014, p.47).

Meanwhile, Carmichael et al (2018) viewed that video provides benefits to both teachers and learners by enhancing course performances across various contexts, and positively influencing student motivations confidence and attitudes (p.5). Video materials serve as a powerful stimulus for active meaning-making where students engage in analysis, refection and interpretation. These theoretical viewpoints collectively demonstrate the pedagogical prominence of video based learning in fostering deeper educational experiences.

Along the same lines, video based learning plays a crucial role in enhancing students' vocabulary acquisition by immersing them in rich contextualized language use. According to Mayer's theory (2014), the integration of verbal information with visual imagery intensifies memory retention by activating both verbal and non-verbal cognitive channels. Language acquisition becomes effective when learners encounter words alongside meaningful visual representations. For example, when students watch a video where new vocabulary is spoken, subtitled and simultaneously represented through actions and pictures, they are more likely to recall the word all within a relatable context.

In the same vein, Albert Bandura (1977) affirms that students learn through observation and imitation; thus, videos that demonstrate language in authentic social setting can help students absorb pronunciation, tone, unfamiliar words and

idiomatic expressions. He firmly believes that although humans can and have learned a lot from direct experience, more they have learned from observing the behaviour of others (Bandura, 1977). In this context for instance, if students watch an actor performing a dramatic reading of Shakespeare, they observe correct intonation, expression and tone, and they imitate in their own oral expression sessions.

Equally important, Videos have already become a fundamental component of students' learning routines and are widely adopted in teaching practices. Some researchers even suggest that videos may emerge as the primary instructional medium in online education. This trend is largely driven by the increased accessibility of video production tools (Poquet, 2017), and the widespread availability of platforms that allow for easy content distribution. As a result, all people are now able to share instructional materials with a global audience.

Admittedly, this makes educational content available and accessible at any time, and allows it to be customized to meet the needs of each student. Furthermore, instructional videos can be also effectively utilized to teach subject-specific courses, particularly when introducing key theories and terminologies. For example, a study by Bristow et al. (2014) explored the use of videos in teaching engineering mechanics to students and observed beneficial effects. The presentation techniques employed in the videos were found to be captivating and were perceived as constructive learning tools, regardless of the students' prior familiarity with the material. Similar applications of instructional videos have been recently documented across various disciplines, including mathematics and medical education.

It is noteworthy to mention that in the realm of literature; the use of multimedia might be a fruitful tool in teaching literary texts. Making a short video can be powerful opportunity for students to explore reading in a new way. Educational videos are highly effective in helping students gain a deeper understanding of literary texts. Once again, Brame (2016) suggests that when used as instructional tools, videos can crucially boost literature understanding by motivating students to engage more deeply with literary contents. Additionally, incorporating videos aids in the development of essential language skills, such as reading, listening, and communication. By engaging with the visual material, students are better equipped to remember, articulate, and actively practice language concepts.

2.2 The Use of Instructional Videos in the Pre-Reading Stage

So far, there has been considerable research on the effects of movies and short videos on the listening comprehension of EFL learners. It is generally known that videos contain intriguing and contextual uses of language and they can be pertinent to specific literary texts. They can also have their stimulating role in pre-reading stage in reading literature in engaging students of all ages and abilities,

motivate them with authentic content and provide context to understand the text . In addition, (Yang et al., 2010) explained that viewing videos can relieve students from the boredom of traditional class language practices and repetitions, embracing dynamic elements such as authentic settings, native speaker accents, body language, and gestures, which enrich the learning experience. All in all, through a video, learners can contextualize people, places and events while setting the context historically, politically, socially and emotionally.

Teaching with videos 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. According to Marshal, (2002), Utilizing instructional videos in teaching is effective in three aspects:

1. providing cognitive benefits: better concentration, better reasoning
2. psychological benefits: motivation, gaining satisfaction from learning.
3. Visualizing of knowledge: animation and other multi-medial elements enhance engagement and increase viewer retention. Videos allow for visual demonstrations and can better capture tone and emotion. However, the use of videos should be well integrated into classroom activities rather than be used as a time filler (Stoller,1988). To accomplish this goal, the focal point should be on their grabbing role by applying them during a pre-reading stage to set the floor to language skills acquisition and meaningful contextual understanding of the target culture and history. Therefore, Video technology plays a prominent role for encouraging language growth and helps students in multi modal learning.

3.Schema Theory and Pre-reading Activities

Watching videos in pre-reading stage can activate learners' prior background knowledge about the reading passages offered to them, so it seems necessary to refer to *schema theory* as an important aspect of this study. The schema, as stated by Rumelhart (1980), is a process of using reader's existing knowledge (schemata) in order to construct meaning.(using prior knowledge to comprehend the text). He stated: ''every act of comprehension involves one's knowledge of the world as well » (Rumelhart, 1980,p. 73). This theory was introduced by the cognitive psychologist Frederick Barlette and developed later on by many others.

Schema theory describes the process by which readers combine their own background knowledge with the information in a text to better understand it.For him, schemata can represent knowledge across a wide range of levels, from ideas, terminologies, cultural beliefs to the recognition of letter patterns. In the context of reading comprehension, he emphasizes that readers rely on their existing schematic knowledge to make sense of texts. Therefore, visualization has been

characterized as a prominent prerequisite for a good reader to improve what they read.

The importance of schema theory in reading a text lies in how the reader uses schemata which allow them to interact in a meaningful way. This is to say that the effective reading is grounded in strong cognitive skills such as: attention, auditory analysis, sound blending, memory, visualizing…etc. In reading any literary text, comprehension appears when new data suits into existing schema. When learners read literature, they call on their existing schema to make sense of things: characters of the story, settings, plots, themes, tone and language.

The role of teachers is also of paramount importance in activating learners' schemata. They can provide students with the necessary absent knowledge required to understand a given text. For example, presenting a video about the American dream before reading *The Great Gatsby (American novel)* or discussing the concept of feminism before reading *The Story of an Hour* (American short story) can bring fruitful results in enhancing the texts' understanding. Moreover, they can also encourage students to predict a story completion based on their schema and earlier events. Last, but not least, they may also help them with correct interpretations when they misunderstand a new information that does not fit their prior knowledge.

4. Methodology

4.1. Partcipants

The study included 55 first year English major students at Abdelhamis Ib Badis University,Mostaganem, aged between 18 to 21. Both **male and female students** participated, reflecting the gender composition of the class. All participants had an **intermediate to upper-intermediate level in English**. This ensured that students had sufficient language skills to engage with literary texts. These students were chosen since they represent the typical Algerian EFL learner in higher education and were expected to interact with literary texts, making them well-suited to assess the effectiveness of pre-reading videos for enhancing poetry comprehension.

4.2.Research Design

This study employed a **mixed-methods design**, combining quantitative and qualitative data to examine the effectiveness of instructional videos as a pre-reading strategy in literature teaching. The mixed approach enabled a comprehensive exploration of both the **cognitive effects** (schema activation, understanding) and **emotional effects** (involvement, motivation) associated with video-assisted learning.

4.3. Instructional Materials

4.3.1. Video Materials

In this study, instructional videos were used during the pre-reading stage to offer historical and cultural context and to aid in poetry comprehension. They were not implemented as a formal experimental intervention, as the study did not include a control group. Instead, the focus was on students' perceptions and attitudes toward using the videos, which were evaluated through Likert-scale questionnaires and open-ended questions.

During the pre-reading phase, two contextual instructional videos were deliberately selected and chosen for their meaningful and relevant links to the poems' historical and social setting as well as their effectiveness in activating learners' prior knowledge while introducing the key themes. The first video is titled: BBC. (2015). ***The children who built Victorian Britain. YouTube*** https://youtube.com/playlist?=PLB8QAa_zzRsCCgK7Kh-lWsBToK**(Retrieved March 17th, 2024).However,** the second one bears the title of : Simple History (2018). ***The Industrial Revolution: The Dark Side of London. Youtube*** https://youtube.com/wLhNP0qp38Q?Si=9eP06r7J0EuL6r4Q (Retrieved April 7th, 2024)

The videos were documentaries focusing on child labour during the British Industrial Revolution; they presented rich background details about the time in which the poems were written and the socio- political circumstances that revolved around them. Therefore, the two selected videos were chosen on purpose; they provided historical and cultural context to support students' comprehension of the poems. They helped clarify and explain some terminologies that might have been new to students as they stimulate interests before students engaged reading the two poems. Moreover, the two videos offered a dual purpose, they not only provide contextual insights, but also helped enhanced vocabulary development. By introducing unfamiliar words visually and within meaningful contexts, the videos enabled students to understand, acquire new words and consequently use them during the reading of the poem and classroom discussions.

Importantly, each video was paired to one poem and presented in its own lesson. It means each one was used in a **separate instructional session**. This approach made it possible to investigate how video material influenced students' understanding of each poem on its own, making sure that any observed results were entirely to the specific pairing of the poem and its corresponding video.

4.3.2. Literary Texts

Two poems were selected as the main literary materials for the lesson: *the Cry of the Children (1843)* by Elizabeth Bartt Browning, and *London* (1794) by William Blake. the poems were selected based on their **literary and pedagogical relevance**. Both poems address social issues (child labor and urban poverty) and contain **rich imagery, symbolism, and historical references**, which often pose comprehension challenges for EFL learners. The first poem dealt with the hypocrisy of the Victorian England that exploited the naivety of children who miserably hoped

to die in order to rest for ever. However, Blake's poem described the precarious conditions of the working class people who were endured to work in dangerous places throwing particular emphasis on social corruption and the rigid political and social hierarchies of the Church and government. The two selected works were chosen for the rich historical context they provided, the deep connotative meaning they convey and the nuanced and in-depth interpretations. This method made it possible to attribute students' understanding and reactions to the particular poem–video pairing.

4.4. Procedure

The study took place in first year literature class, and was conducted over two teaching sessions. In each session, students began by watching a contextual video related to the poem they would study to prepare them for reading. Afterwards, they were requested to read the selected poem and engaged in a step-by- step exploration of its content. After this activity, and when both sessions were complete, students responded to a questionnaire about their attitudes about the poem and the effects of using the context-related videos. This procedure allowed the researcher to compare the particular effects of each poem-video juxtaposition on students' comprehension and test whether videos meaningfully contributed to schema activation and boost students' engagement with the literary texts.

4.5. Data Collection Tools:

4.5.1. Student' Questionnaire

After finishing both instructional sessions, students completed a structured questionnaire designed to evaluate their opinions on the effectiveness of the videos introduced to them. The questionnaire was designed based on schema theory and Multimedia framework (Meyer, 2014) which demonstrate that Students tend to learn more effectively when information is delivered through both visual and auditory channels. This principle supports the use of instructional videos in the pre-reading stage, as they offer detailed contextual and visual information that enhance comprehension, engagement, and vocabulary learning.

The questionnaire combined Likert-scale to collect subjective responses and measure their attitudes on the clarity with which the historical context was presented, and their level of motivation, along with open-ended questions requesting them to describe how each video helped boost their engagement with each poem. This tool offered valuable insight into the emotional and motivational aspects of using videos as a pre-reading support. Therefore, the questionnaire items were created to assess students' attitudes of the videos' effectiveness in boosting their understanding, motivation, and ability to interpret the poems.

4.5.2. Classroom Observation

In addition to the students questionnaire, classroom observations were carried out to gather data on students' behaviors during the video-assisted pre-

reading sessions. These observations focused on how students engaged with both the videos and the poems, offering further insights that could not be fully captured through the questionnaire.

The observations were conducted across both sessions, with each poem–video pair examined individually. Systematic notes were recorded to ensure consistency, focusing on students' behaviors during the video viewing and the subsequent reading of the poem. This observation added a qualitative touch that complemented the questionnaire findings, offering a more complete understanding of the cognitive and emotional effects of the video-based pre-reading approach. Thus, to do so, a systematic observation checklist was used to note specific indicators of student interaction and behaviour, focusing on their attention, enthusiasm, participation, and note-taking. The observation also examined students' emotional responses to determine whether the video engaged them and influenced their feelings during the lessons.

5.Data Analysis and Discussion

5.1. The Questionnaire(The Likert-Scale)

Data from the Likert-scale questionnaire were analyzed using descriptive statistics, and responses to the open-ended questions were studied through thematic analysis. This combination of methods allowed for the revelation of students' attitudes and their cognitive and emotional experiences during each session supported by videos.

Table 1: Students' Attitudes on Video-Assisted Pre-Reading

Item	Mean	Median	Standard Deviation	Interpretation
Understanding	4.15	4	0.72	Videos helped students comprehend difficult poetry; responses were consistent
Historical and Cultural Context	4.27	4	0.68	Videos effectively provided historical/cultural background; responses were consistent
Engagement and Motivation	4.30	4	0.74	Videos increased interest, motivation, and engagement; responses fairly consistent

5.1.1. Discussion

The analysis of the Likert-scale questionnaire showed that students generally responded positively to the use of pre-reading videos in poetry learning. In terms of ***Understanding,*** students indicated that the videos aided their comprehension of challenging poems and helped them interpret themes and imagery, with an average score of 4.15 and a standard deviation of 0.72. For ***Historical and Cultural Context***, the videos were seen as very effective in providing relevant background information, achieving a mean score of 4.28 (SD = 0.68). Finally, regarding ***Engagement and Motivation***, students reported that the videos enhanced their interest in the poems, increased their motivation to read, and supported their use of new vocabulary and symbolism in discussions, with a mean of 4.22 (SD = 0.74). Overall, these findings suggest that pre-reading videos can effectively facilitate complex poetry comprehension, contextual understanding, and engagement in EFL poetry lessons.

5.1.2.The Open Ended Questions

The qualitative analysis revealed that the videos used during the pre-reading stage, which were linked to the poems' contexts, led to four main results. the first one was: ***Improving Comprehension and provide Clarity***. Students indicated that the videos helped them understand unfamiliar vocabulary, visually illustrated imagery, summarized complex concepts, and provided guidance for their initial interpretations of the poems.

The second outcomes has to do with ***Enhancing the Understanding of the poem's Context.*** Many students emphasized the fact that the videos helped them grasp the poems' context more effectively by simplifying historical events, providing insight into the poet's background, and making cultural references easier to understand.

The third point that emerged from students perceptions is *increasing learners involvement and their emotional engagement with the poem.* Many students observed that the videos increased engagement by making the lesson extraordinary and more enjoyable, grabbing their attention, and helping them connect with the poem on an emotional level.

The last result is about *enhancing vocabulary acquisition.* Students reported that the videos helped them understand sophisticated vocabulary in the poems. The visual explanations made it easier to remember new words, improved their ability to use these terms in discussions and analyses. Overall, most students indicated they would like similar multimedia integration in future literature classes.

All in all,Students' self responses suggested that the videos improved both their understanding and engagement with the poems. The majority agreed that the videos helped clarify challenging concepts, offered useful historical context, and boosted their motivation to read. Open-ended feedback emphasized that visual

elements and contextual explanations made complex themes easier to grasp and remember.

5.2.Classroom Observation: Findings

Table 2: Observations Checklist

Attentive to video	Emotional Reaction (sad, surprised, empathetic)	Makes Relevant Observation or Comments	Undertanding the Poem's context	Acquire Vocabulary	Emotio nal Reaction
□ √ yes □ No	□ √ yes □ No	□ √ yes □ No	□ √ yes □ No	□ √ yes □ No	□ √ yes □ No

The classroom observations offered important information on students' behavior and level of engagement during the video-supported pre-reading sessions, revealing consistent patterns across the two poem–video sessions. It is note that classroom observations provided valuable insights into students' *engagemen*t and *behavior* during watching the videos in the pre-reading sessions. Students reported enthusiasm for discussing the video, often volunteering interpretations without prompting, they interacted with the videos, participated in discussions, and responded to the reading activities. Many students took notes while watching, particularly on contextual or thematic information. Moreover, many others actively related the historical or cultural context shown in the videos to their understanding of the context of the poem they were required to read. Additionally, while observing, students frequently referenced new or complex vocabulary introduced in the videos during class discussions, with many attempting to use these terms correctly,when asked questions by their teacher revealing both comprehension and practical application.

5.3.Discussion

The observation data strongly reinforce the findings from the questionnaires and , highlighting several benefits of integrating video material in the pre-reading phase of literary texts. Videos enhanced student engagement by capturing attention and maintaining focus, as evidenced by behaviors such as note-taking and attentive viewing, indicating cognitive investment in the learning process. They also

supported schema activation and cognitive readiness, with students' questions and connections showing that prior knowledge was effectively activated and learners were better prepared to interpret complex literary texts, bridging gaps in historical and cultural understanding. Additionally, students demonstrated positive emotional responses and a willingness to participate in discussions, suggesting that the videos not only supported cognitive processing but also promoted motivation and affective engagement, which are crucial for literature instruction.

6.Recommendations

Based on the above mentioned findings, it is recommended that:

- Teachers could investigate the long-term effect of videos in the pre-reading stage on students' comprehension, engagement, and vocabulary retention .
- Future studies should incorporate not only an experimental group, but also a control group to validate these findings.
- Future research could involve an examination of how different types of videos as interviews and podcasts shape students' understanding of literary texts, and examine their impact across different literary genres.
- It would be also useful to promote multi-modal literary instruction. Since modern students learn through multiple modes (visual, auditory, textual), literature instruction can benefit from integrating visual narratives as part of a multi-modal approach to broaden students' literary comprehension.
- Future investigations could explore how videos support other language skills, such as speaking, writing, or critical thinking.

7.Limitations of the Study

While the study offers some insights into the effectiveness of using video materials in the pre-reading stage of literature reading, it is not without limitation. The first limitation lies in the small number of literary texts and videos used. Since the study examined only two poems alongside with two contextual videos, the findings cannot be widely generalized. Result might vary when a broader range of genres, authors, or historical contexts is introduced. Moreover, another limitation is the short duration of the instructional approach which limits the ability to assess the lasting effects of video-assisted pre-reading. Extending the instructional period would likely offer a clearer understanding and better insight into vocabulary development and continued engagement. Ultimately, Another limitation of this study is the absence of a pre-test and post-test design. While a pre-test establishes a foundation of students' existing knowledge, comprehension, and vocabulary; the post-test assesses students' understanding and retention of the content presented in the video. Thus, incorporating such a design could help account for practice or familiarity effects.

8.Conclusion

Human learning is shifting more than ever towards online environment, and particularly towards video platforms.Using videos as a learning tool for English literature has been validated to be effective and helpful in enhancing students' enthusiasm in learning, understanding the literary texts quickly and retaining the lesson.

The findings highlight the importance of multimedia as an effective teaching tool in literature classes, especially for texts that present historical, cultural, or linguistic challenges. The study also emphasizes the dual role of videos in enhancing content comprehension while supporting language development through vocabulary acquisition. Overall, the results suggest that thoughtfully chosen instructional videos can make the reading phase of poetry more engaging and meaningful. These findings aligns with previous studies in the EFL context For example, Bennacer (2016) highlighted that Algerian students gain from contextual and visual aids, which help them navigate linguistic and cultural challenges when learning English culture. Al Mahmud (2022) also found that video- and audio-assisted reading significantly enhanced EFL learners' reading comprehension compared to traditional approaches. Although earlier research in the EFL context has examined multimedia use in literature teaching more broadly, this study concentrates specifically on poetry, which tends to pose greater linguistic and cultural challenges for learners. Poems such as ***The Cry of the Children*** and ***London*** include intricate imagery, historical references, and symbolic language that may impede comprehension.

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12.Appendices

Appendix1

Learners Questionnaire : *This questionnaire is designed to gather your attitudes and views with regard to the use of instructional videos during the pre-reading stage of you literature sessions . Your responses are very important to us, and we would be grateful to see your feedback and hear your honest viewpoints about the effectiveness the videos provided in enhancing your understanding, boosting your engagement, and overall learning experience. Please answer all questions as accurately as possible. Thank you.*

Section 1: Demographic Information

1. Age: .....
2. Gender: □ Male □ Female
3. Level of Study:.....

Section 2: Likert-Scale Assessment

Students answer on a 5-points scale:
1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

1. **Understanding:**

1. The video helped me understand the poem more easily. □ 1 □ 2 □ 3 □ 4 □ 5

2. The video clarified ideas that were difficult to understand from the poem alone.
□ 1 □ 2 □ 3 □ 4 □ 5
3. The video improved my ability to interpret the poem's themes and imagery.

□ 1 □ 2 □ 3 □ 4 □ 5

2.Historical and Cultural Context

1. The video helped me understand the historical background of the poem.
□ 1 □ 2 □ 3 □ 4 □ 5
2. The video provided important cultural information that supported my comprehension.
□ 1 □ 2 □ 3 □ 4 □ 5
3. I felt more prepared to read the poem because of the contextual information in the video.
□ 1 □ 2 □ 3 □ 4 □ 5

3. Engagement and Motivation

1. The video increased my interest in the class of literature.
□ 1 □ 2 □ 3 □ 4 □ 5

2. I felt more motivated to read the poem after watching the video.
□ 1 □ 2 □ 3 □ 4 □ 5

3. Watching the video improved my ability to use the new vocabulary and symbolism in discussions about the poem.
□ 1 □ 2 □ 3 □ 4 □ 5

4. The visual format made the lesson more engaging than a text-only approach
□ 1 □ 2 □ 3 □ 4 □ 5

Section C: Open-Ended Questions

What part of the video helped you most in understanding the .1 poem?.....

2. How did watching the video influence your motivation to read the poem?.....

3.Which new words or expressions did you learn from the first video?.....

4.How did the second video help you remember or understand new words?.....

5. Do you feel that learning vocabulary through the video will help you understand other poems or literary texts?
How?.....

6. What improvements would you suggest for future video-based lessons?.....

7. Did the video change your interpretation of the poem?
How?.....

Appendix 2

Teacher's Observation Checklist

Attenti ve to video	**Emotional Reaction (sad, surprised, empathetic)**	**Makes Relevant Observation or Comments**	**Undertandin g the Poem's context**	**Acquire Vocabulary ary**	**Emotio nal Reaction**
□ √ yes □ No	□ yes □ No	□ yes □ No	□ yes □ No	□ yes □ No	□ yes □ No

Apendix3:The poem: The Cry of the Children (1843) by Elizabeth Browning

Do ye hear the children weeping, O my brothers,
Ere the sorrow comes with years ?
They are leaning their young heads against their mothers,
And that cannot stop their tear
The young lambs are bleating in the meadow
The young birds are chirping in the nest ;(...)
But the young, young children, O my brothers,(...)
They are weeping in the playtime of the others,
In the country of the free.(...)
Do you question the young children in the sorrow, Why their tears are falling so ?
The old man may weep for his to-morrow Which is lost in Long Ago

The old tree is leafless in the forest The old year is ending in the frost
The old wound, if stricken, is the sorest The old hope is hardest to be lost
But the young, young children, O my brothers, Do you ask them why they stand
Weeping sore before the bosoms of their mothers, In our happy Fatherland ?
(...)

12.4.Appendix4

The poem London (1794) by William Blake

I wander thro' each charter'd street,
Near where the charter'd Thames does flow,
And mark in every face I meet
Marks of weakness, marks of woe
In every cry of every Man,
In every Infants cry of fear
In every voice: in every ban,
The mind-forg'd manacles I hear
(...)
How the Chimney-sweeper's cry
Every Blackning Church Appalls
And the hapless Soldiers sigh
Runs in blood down Palace walls
But most thro' midnight streets I hear
How the youthful Harlots curse

Appendix 5

Video 1: Children Who Built Victorian Britain (2015)
Chanel Name: BBC
URL:https://youtube.com/playlist?=PLB8QAa_zzRsCCgK7Kh-lWsBToK
Video 2: The Industrial Revolution: The Dark Side of London (2018)
Chanel Name: Simple History
URL: https://youtube.com/ wLhNP0qp38Q?Si=9eP06r7J0EuL6r4Q