THE EFFECT OF SHORT FILMS AS ADVANCE ORGANIZER ON READING COMPREHENSION AND SELF-EFFICACY PERCEPTION

Research article

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Abstract

This article reports the effect of short films as an advance organizer on the development of students' reading skills. The current study aimed to investigate how short films affect the comprehension and reading self-efficacy perception of students from different socioeconomic levels. The participants included 204 fifth grade students from three schools with different socioeconomic statuses in Gaziantep, Turkey. The experimentation process was planned at three stages determined by Joyce and Weil (2003). The experimentation phase of the study lasted for 10 weeks between October 22nd and December 26th in 2018–2019 Fall Term. After the experimentation, the findings for reading comprehension revealed a significant difference in favor of the students with low and middle socioeconomic status, while no significant difference was found between students in the experimental and control groups from the higher socioeconomic status. In terms of reading self-efficacy, in both groups, only students from the low socioeconomic status showed a significant difference. The results suggest investigating the effect of different advance organizers on the cognitive and affective development of students. Further research should compare short films with other advance organizers as well as examine the effect of short films on students' development in other linguistic skills.

Keywords: Reading achievement, reading self-efficacy perception, advance organizer, short film.

1. Introduction

Attempts to the effective learning has raised the importance of the effect of variables in the educational environment on the level of learning. Advance organizers that one of the variables investigated for their effect on the level of learning "are educational tools to help fill the gap between what learners already know and what they need to learn most quickly and effectively" (Ausubel, 1968, p.11). The advance organizers are abstract and general information or thoughts about new information to be used before a new topic or lesson begins (Açıkgöz, 2003). In processing of these thoughts, schemes that form a cognitive synthesis are of great importance. Schemas defined as interlocking mental structures and information networks stored in the brain that act as a filter (Alderson, 2000), are the "building blocks of cognition" (Rumelhart, 1980, p.33). In the process of comprehension, it is important to ensure that students can remember the stored data and interpret it in order to reconstruct the original interpretation (Rumelhart, 1980). For this connection, teachers should conduct teaching activities in such a way as to activate students appropriated schemes (Bayat, 2006, p.165) and to make it easier for students to comprehend what they are reading by using schemes. It is also necessary to describe how effective reading should be by establishing schemas. "Efficient reading is not a result of precise perception and identification of all elements but of the ability to select the fewest and most productive cues required to produce correct guesses the first time." (Goodman, 1967, p.127). In this sense, advance organizers are one of the methods commonly used to activate prior

knowledge before reading (Rinehart et al., 1991), which makes it a crucial component of efficient reading.

2. Literature Review

2.1. Reading self-efficacy and reading achievement relationship

Reading is a complex process that involves sampling the text for graphic clues, predicting grammatical structures and meaning, confirming the validity of the hypotheses advanced and correcting the hypotheses as necessary as text sampling proceeds (Alderson, 2000, p.19). In this process, the emotional state of the reader affects reading success. According to Goetz et al. (1992, p.371), a complete understanding of the reading process awaits a better understanding of the imaginative elements of the experience, namely imagery and emotional response. Reading self-efficacy is one of the effects on the emotional response for reading achievement. The perception of self-efficacy is "one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p.3), and this perception affects the learning process, both positively and negatively (Henk & Melnick, 1995). This influence is mutual, in other words, self-efficacy and performance achievement affect each other reciprocally (Talsma et al., 2018)

Self-efficacy belief for reading is confidence in one's own reading capabilities to execute certain actions or task about reading (Peura et al., 2021). Besides, self-efficacy is associated with the use of specific reading strategies as well as an individual's attitude toward reading, choice of reading activities, persistence and involvement with the written text, and overall reading comprehension and achievement (Henk & Melnik, 1995; Schunk & Rice, 1991; Schunk & Swartz, 1993). According to Shell, Colvin and Bruning (1995), self-efficacy belief exerts potentially important motivational influences on children reading. "Self-efficacy beliefs in relationship to reading potentially influences on reading achievement, and this is related to gender and socioeconomic status." (Smith, et al., 2012, p. 203). Reading performance is affected by socioeconomic differences, with high self-efficacy reading perception and enjoyment reading challenging material (Mucherah & Yoder, 2008). Learners may need advance organizers to strengthen the relationship between reading comprehension and self-efficacy. As socioeconomic status affects on reading self-efficacy, advance organizers may be used to eliminating the difference.

2.2. Short films and literature relationship

Digital filmmaking has made short films increasingly widespread. Additionally, the importance of the convergence of literacy instruction with digital technologies is increasing day by day because the nature of literacy instruction is fundamentally reshaping (Leu & Kenzer, 2000, p.111). For this reason, short films are one of the tools that can be used for reading instruction.

The short film, with its esthetic and core structure, originality, and proximity to literature, offers the audience a cross-section of life reality, and in this respect, it is an indispensable stimulus for the language teaching environment (Sever,2011). "In the literature, there are two opinions about the literature- short film relationship: some researchers accept it because of their applicability and narrative art, while other reject it because they believe it is a constrained relationship." (as cited in Hasırcı, 2018, p.911). Even if some researchers refuse, both are part of the humanities, oriented toward content and have similar metaphors with narratives such as short stories, poems, photography, one-act play but each of them differs from a perspective side and the dynamic visuality (Cooper ve Dancyger, 2005; Katz, 1969). Although they have some differences, using film as a text in the reading course helps the students to understand how literary devices are used in prose analysis and also them with low motivation are more

willing to think, talk, and write in this course (Choo, 2006; Vetrie, 2004). These studies show that the short film can be connected to literature education, especially on teaching of reading skill.

2.3. Advance organizers

Advance organizers, which act as a general introduction to the new information to be learned, have three purposes: (1) They direct attention to what is important in the material to be learned, (2) they emphasize the associations between the ideas to be presented, and (3) they evoke prior knowledge (Woolfolk, 2016, p.567). Advance organizers used with these purposes must present the content in a meaningful context, encourage learners to actively make use of this context during learning and present a model for learners; however, they should not contain direct information related to the material to be learned (Mayer, 1979, p.134-135). It is significant to identify the function of advance organizers while presenting this model. Expository advance organizers are used when the material to be learned is new, and learners possess little or no related knowledge. Conversely, comparative advance organizers are used to create awareness as to the difference between existent relevant information in cognitive structures and new ideas and knowledge in the material (Ausubel, 2000). Regardless of their purpose, the most effective organizers are those that provide learners with familiar concepts, terms, and propositions and also use appropriate illustrations and analogies (Joyce & Weil, 2003, p.271-272). Therefore, regardless of their type, advance organizers are expected to help students bridge the gap between what they already know and what they are trying to learn (Kulhavy, Schwartz, & Peterson, 1986). Considering the literature on advance organizers, many types of studies can be found on the effect of several types of advance organizers on learners' comprehension skills: on reading comprehension in a foreign language (Altunay, 2000; Çakıcı & Altunay, 2006; Davaei, & Talebinezhad, 2012; Hanley, 1993); on text types (poems, see- Bayat, 2006); on reading comprehension and retention of conceptual information, basic story elements and achievement in reading (Ausubel, 1960; Beydoğan, 2010; Borer, 1981; Denner, 1986; Hughes, 2004; Knaster, 1994; Loman & Mayer, 1983; Smyth, 1983); and on attitudes to toward reading and motivation (Beydoğan, 2010; Çakıcı, 2007). It has been observed that these studies have made use of different types of organizers -particularly verbal and graphic ones.

2.3.1. Advance organizers as visual aids

Advance organizers are classified as verbal, visual, and action (Altunay,2000). Short films, as a type of visual advance organizers, are important in language teaching because they both create narratives in fiction and have a close relationship with literature. The inclusion of visual aids in teaching of literature plays an effective role in clarifying its meaning and context and adding a new dimension to learning by deepening students' understanding of literature as an independent art form. Visual aids have three aspects according to their relationship with literary texts: textual, contextual, and intertextual. One of the most important features of short films included in the intertextual category (Bellver, 1989) is that they have similar figures of speech with short stories, poetry, photography, and one-act plays, but they are different from them due to their narrative language and dynamic visuals (Cooper & Dancyger, 2005, p.17). Additionally, the use of visual aids such as pictures, videos and projectors encourages students to read texts with interest, which makes it easier for them to comprehend abstract ideas and concepts (Bowen, 1982; Pillai & Vengadasamy, 2010). In the related literature, it has been seen that a limited number of studies exist on the function of visual advance organizers in listening comprehension, vocabulary learning, and retention (Akdemir, 2010; Bransford & Johnson, 1972; Chung & Huang, 1998; Miller, 1995; Teng, 2020) and on the effect of short films-videos as advance organizers on reading skills (Hanley, 1993; Hasanah, 2014; Vetrie, 2004).

Moreover, some studies are limited to lower socioeconomic level students (Hughes, 2004). Using short films as advance organizers on students from different socioeconomic statuses can enhance their reading skill -especially reading comprehension and self-efficacy.

The current study aims to investigate participants' reading achievement and self-efficacy using short films as an advance organizer. In this context, the research problem is the question "Do short films make a significant difference on achievement in reading comprehension and self-efficacy perception in the groups with different socioeconomic backgrounds?" The following sub-questions were asked:

1. Is there a significant difference between the experimental and control groups in terms of their reading comprehension achievement?

2. Is there a significant difference between the experimental and control groups in terms of reading comprehension self-efficacy perception means?

3. Is there a significant difference between the experimental and control groups from each socioeconomic status in terms of their pre-test and post-test means?

3. Method

3.1. Research model

A quasi-experimental study with pretest-posttest control group design was used. There were three experimental groups and three control groups. Short films were used as an advance organizer for the experimental groups, while there was no intervention for the control group. The experimentation phase of the study lasted for 10 weeks between October 22nd and December 26th in 2018–2019 Fall Term. The attainments of Turkish language teaching curriculum were started and ended at the same time for all groups during the experimentation phase.

3.2. Research sample

The research group of the study consists of students at 5th grade from three schools with different socioeconomic statuses in Gaziantep, Turkey (N = 204). Socioeconomic status was determined by the Minimum Wage Determination Commission and data released by the Turkish Statistical Institute on February 2018, income between 0 and 3200 ₺ was classified as low socioeconomic status, between 3201 and 8900₺ as middle socioeconomic status, and 8901₺ and above as high socioeconomic status (tuik.gov.tr, 2018). The family income status of the students was obtained through the personal information form and the average family income of the students with low economic status was 2880₺; with middle economic status was 6450₺ and with high economic status was 16650₺. Related information as to the research group is given in Table 1.

Table 1 shows that 52.46% of the participants were female, and 47.54% were male. In terms of socioeconomic status, 42.2% of the participants had a lower socioeconomic status, 34.8% a high socioeconomic status, and 23% a middle socioeconomic status.

Table 1. *Distribution of the participants by gender and schools' socioeconomic status*

			School			Total
			Low socioeconomic status	Middle socioeconomic status	High socioeconomic status	
Gender	Female	Frequency	45	28	34	107
		Percentage	42.1%	26.2%	31.7%	100.0%
	Male	Frequency	41	19	37	97
		Percentage	42.3%	19.6%	38.1%	100.0%
Total		Frequency	86	47	71	204
		Percentage	42.2%	23.0%	34.8%	100.0%

3.3. Research instrument and procedure

The research data were obtained through the "Reading Comprehension Achievement Test" and the "Reading Comprehension Self-Efficacy Perception Scale".

Reading comprehension achievement test: It was developed by Yıldız (2010) and consists of two texts, narrative and informative, and 28 multiple choice questions. The reliability coefficient of questions in the narrative text (α) was 0.72, and in the informative text was 0.80. This test, which has a total reliability coefficient (α) of 0.81, was prepared based on the learning outcomes in the Turkish language teaching curriculum. It was preferred due to the match between the objectives targeted to be measured in the test and the achievements targeted in the activities for the research process. In this study, the reliability coefficient was 0.81.

Reading Comprehension Self-Efficacy Perception Scale: The scale, developed by Epçaçan and Demirel (2011), consists of 27 items. It includes aspects of "Textual and Visual Comprehension", "Self-regulation in Reading", and "High Self-Efficacy of Reading" with items rated on Likert scale ranging from 1 (totally disagree) to 5 (totally agree). The reliability coefficient of the scale is 0.88, and the obtained reliability coefficient in this study is 0.95.

3.4. Implementation process

1. The equivalence of experimental and control groups in each socioeconomic status was tested. In this vein, no significant difference was found among pre-achievement tests ($t = 0.641$; $p = 0.52 > 0.05$; $t = 0.502$; $p = 0.61 > 0.05$; $U = 515.00$; $p = 0.18 > 0.05$) and self-efficacy perception of reading comprehension pre-test ($t = 1.65$; $p = 0.10 > 0.05$; $t = 0.72$; $p = 0.47 > 0.05$; $t = 1.22$; $p = 0.22 > 0.05$) for all three socioeconomic statuses.

2. After ensuring the equivalence of the groups, three stages framework proposed by Joyce and Weil (2003) regarding the use of advance organizers was used. The steps followed in the 10-week experimental process are shown in Figure 1.

3. Following the control group's pre-test, the activities in the coursebook were conducted in the traditional way. A post-test was administered during 10th week.
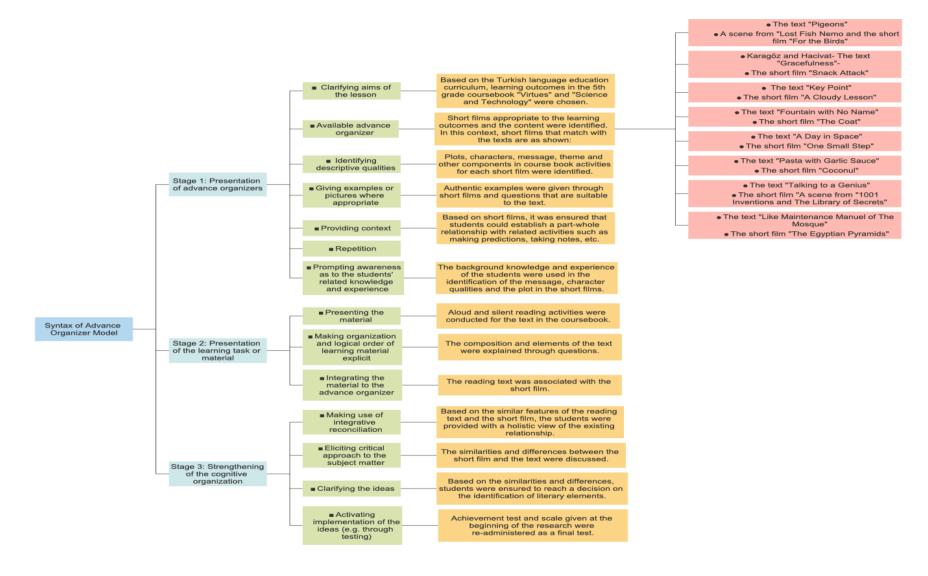
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Stage 1: Presentation of advance organizers	■ Clarifying aims of the lesson	Based on the Turkish language education curriculum, learning outcomes in the 5th grade coursebook "Virtues" and "Science and Technology" were chosen.	• The text "Pigeons" • A scene from "Lost Fish Nemo and the short film "For the Birds"
	■ Available advance organizer	Short films appropriate to the learning outcomes and the content were identified. In this context, short films that match with the texts are as shown:	• Karagöz and Hacivat- The text "Gracefulness"- • The short film "Snack Attack"
			• The text "Key Point" • The short film "A Cloudy Lesson"
	■ Identifying descriptive qualities	Plots, characters, message, theme and other components in course book activities for each short film were identified.	• The text "Fountain with No Name" • The short film "The Coat"
	■ Giving examples or pictures where appropriate	Authentic examples were given through short films and questions that are suitable to the text.	• The text "A Day in Space" • The short film "One Small Step"
	■ Providing context	Based on short films, it was ensured that students could establish a part-whole relationship with related activities such as making predictions, taking notes, etc.	• The text "Pasta with Garlic Sauce" • The short film "Coconul"
	■ Repetition		• The text "Talking to a Genius" • The short film "A scene from "1001 Inventions and The Library of Secrets"
	■ Prompting awareness as to the students' related knowledge and experience	The background knowledge and experience of the students were used in the identification of the message, character qualities and the plot in the short films.	• The text "Like Maintenance Manuel of The Mosque" • The short film "The Egyptian Pyramids"

Syntax of Advance Organizer Model

Stage 2: Presentation of the learning task or material	■ Presenting the material	Aloud and silent reading activities were conducted for the text in the coursebook.
	■ Making organization and logical order of learning material explicit	The composition and elements of the text were explained through questions.
	■ Integrating the material to the advance organizer	The reading text was associated with the short film.

Stage 3: Strengthening of the cognitive organization	■ Making use of integrative reconciliation	Based on the similar features of the reading text and the short film, the students were provided with a holistic view of the existing relationship.
	■ Eliciting critical approach to the subject matter	The similarities and differences between the short film and the text were discussed.
	■ Clarifying the ideas	Based on the similarities and differences, students were ensured to reach a decision on the identification of literary elements.
	■ Activating implementation of the ideas (e.g. through testing)	Achievement test and scale given at the beginning of the research were re-administered as a final test.

Figure 1. Syntax of advance organizer model

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3.5. Data analysis

Data analysis was conducted through SPSS 22.0 software. First, a Kolmogorov-Smirnov test was run to determine whether student scores obtained from the responses in the reading comprehension achievement test and self-efficacy perception scale were normally distributed. Second, an independent samples t-test was conducted to determine whether there was a significant difference between the experimental group, which was administered short films as advance organizers, and the control group, which went through a traditional learning and teaching process, in terms of their scores on the reading comprehension achievement test and self-efficacy perception scale. As the test statistics of an independent samples t-test vary depending on whether variance between-groups is equal (Sipahi, Yurtkoru & Çinko, 2006, p. 118), equality of variances was tested before a t-test was performed. Third, to identify any changes in measured values before and after the administration of short films, a dependent samples t-test and Wilcoxon signed-rank test were conducted. The same statistical analysis was also conducted to determine whether there was a significant difference between pre-test and post-test values of the control group.

4. Results

4.1. Reading comprehension achievement

The first sub-question is "Is there a significant difference between the experimental and control groups in terms of their reading comprehension achievement?" Table 2 shows the results obtained.

Table 2. *Post-test means of reading comprehension achievement*

Groups		N	x̄	sd	t	df	p
Low socioeconomic status	Experimental	42	15.5476	4.66017	5.146	84	.000
	Control	44	10.6818	4.10203			
Middle socioeconomic status	Experimental	27	17.0370	5.35998	4.500	45	.000
	Control	20	10.4500	4.35860			
		N	Mean Rank	Sum of Ranks	U	Z	p
High socioeconomic status	Experimental	35	35.78	1288.00	622.000	-.092	.926
	Control	36	36.23	1268.00			

As can be seen in Table 2, in the analysis of the post-test scores of the experimental and control groups, a significant difference was found in favor of the experimental group from students with low and middle socioeconomic status ($t_{loweconomicstatus}$ = 5.146; $t_{middleeconomicstatus}$ = 4.500; $p<.05$) while no significant difference was determined between experimental and control groups from higher socioeconomic status (U = 622.000; p = -.092> .05).

4.2. Development of reading self-efficacy perception

The second sub-question was "Is there a significant difference between the experimental and control groups in terms of reading comprehension self-efficacy perception means?" To assess this, an independent samples t-test was conducted. Table 3 shows the results obtained.

Table 3. *Post-test means of reading self-efficacy perception*

Groups		N	x̄	sd	t	df	p
Low socioeconomic status	Experimental	42	3.6819	.54447	2.595	84	.011
	Control	44	3.3680	.57586			
Middle socioeconomic status	Experimental	27	3.5432	.66060	.425	45	.673
	Control	20	3.4598	.67201			
High socioeconomic status	Experimental	35	3.8748	.67542	-.746	69	.458
	Control	36	3.9902	.62631			

As shown in Table 3, while there was a significant difference among students in experimental and control groups with low socioeconomic status in terms of their post-test means ($t_{loweconomicstatus}$ = 2.595; p<.05), no significant difference was found among students with middle and high socioeconomic status ($t_{middleeconomicstatus}$ = .425; $t_{higheconomicstatus}$ = -.746; p>.05). It was found that short films had a significant effect on textual and visual comprehension, and self-efficacy on students with low socioeconomic status ($t_{textualandvisualcomprehension}$ = 2.301; p = .027; $t_{selfefficacy}$ = 2.540; p = .015); however, no significant difference was observed in terms of self-regulation in reading ($t_{selfregulationinreading}$ = 1.654; p = .106).

4.3. Comparison of the groups' mean scores of pre-test and post-test

The third sub-question was "Is there a significant difference between the experimental and control groups from each economic status in terms of their pre-test and post-test means?" A within-group comparison was made, the results of which are given in Table 4.

Table 4. *The pre-test and post-test means of experimental and control groups*

Low Socioeconomic Status			x̄	sd	t	df	p
Experimental	Reading Comprehension Achievement	Pre-test	11.2619	4.07287	-8.360	41	.000
		Post-test	15.5476	4.66017			
	Reading Self-Efficacy Perception	Pre-test	3.4613	.69813	-2.682	41	.011
		Post-test	3.6819	.54447			
Control	Reading Comprehension Achievement	Pre-test	10.7045	3.99173	.048	43	.075
		Post-test	10.6818	4.10203			
		Pre-test	3.2365	.56007	-1.823	43	.075

Reading Self-Efficacy Perception	Post-test	3.3680	.57586			

Table 4. (Continued)

Middle Socioeconomic Status			$\bar{x}$	sd	t	df	p
Experimental	Reading Comprehension Achievement	Pre-test	9.3333	3.12558	-9.964	26	.000
		Post-test	17.0370	5.35998			
	Reading Self-Efficacy Perception	Pre-test	3.8943	.62027	3.738	26	.001
		Post-test	3.5432	.66060			
Control	Reading Comprehension Achievement	Pre-test	9.8000	3.18880	-.810	19	.428
		Post-test	10.4500	4.35860			
	Reading Self-Efficacy Perception	Pre-test	3.7519	.72817	2.220	19	.039
		Post-test	3.4598	.67201			
High Socioeconomic Status			$\bar{x}$	sd	t	df	p
Experimental	Reading Self-Efficacy Perception	Pre-test	3.8873	.55022			
		Post-test	3.8748	.67542	.153	34	.879
Control	Reading Self-Efficacy Perception	Pre-test	4.0645	.66338			
		Post-test	3.9902	.62631	.788	35	.436

			Mean Rank	Sum of Ranks	Z		p
Experimental	Reading Comprehension Achievement	Pre-test	15.63	250.00	-.705		.481
		Post-test	14.23	185.00			
Control	Reading Comprehension Achievement	Pre-test	18.15	236.00	-1.055		.291
		Post-test	17.10	359.00			

Table 4 shows a significant difference between pre-test and post-test means of the students in the experimental group with low socioeconomic status in terms of their reading comprehension achievement and self-efficacy perception ($t_{readingcomprehensionachievement}$ = -8.360;

$t_{selfefficacyperception} = -2.682$; $p<.05$) while there was no significant difference in the pre-test and post-test means of the control group from both aspects.

As in the group with low socioeconomic status, the pre-test and post-test means of the students in the experimental group with middle socioeconomic status also differed significantly in terms of reading comprehension achievement and self-efficacy perception ($t_{readingcomprehensionachievement} = -9.964$; $t_{selfefficacyperception} = 3.738$; $p<.05$). Regarding the control group, there was a significant difference between the pre-test and post-test means in terms of self-efficacy perception ($t_{selfefficacyperception} = 2.220$; p<.05) while no significant difference was determined in terms of reading comprehension achievement.

For the students with high socioeconomic status, it was that they did not differ significantly in terms of their pre-test and post-test means pertaining to reading comprehension achievement ($Z_{experimental} = -.705$; $Z_{control} = -1.055$; $p>.05$) and self-efficacy perception ($t_{experimental} = .153$; $t_{control} = .788$; $p>.05$).

5. Discussion and Conclusion

5.1. Discussion

This study attempted to investigate the effect of short films on reading comprehension achievement and self-efficacy perceptions of students with different socioeconomic statuses. For this purpose, a quasi-experimental study with a pretest-posttest control group design was used. In light of the data obtained, the groups were compared in terms of reading comprehension achievement, and a significant difference was found in favor of the experimental group students from low and middle socioeconomic status. Similarly, Hughes (2004) conducted a study with sixth-grade students from a low socioeconomic status about the effect of graphic organizer. Graphic organizers are "a type of advance organizers that activates a reader's prior knowledge and depicts the organizational pattern of a reading selection by schematically representing key vocabulary terms" (Alvermann, 1981, p.4), and Hughes (2004) concluded that graphic organizers had an impact on reading comprehension, retention, and making connections with other texts. Bransford and Johnson (1972) reported that seeing context-related visual materials as advance organizers before listening to the text is as influential as the achievement in reading comprehension and retention. Similarly, Hanley (1993) investigated the effect of watching videos related to the theme of the reading text on reading comprehension skills and concluded that the experimental group improved to a greater extent in terms of reading comprehension, and that videos are effective advance organizers in recalling what has been read. Besides, in the studies by Vetrie (2004) and Hasanah (2014), using film increased students' reading achievement and critical-thinking skills. This study is similar in that it administers short films as advance organizers before the text and finds a significant difference in terms of reading comprehension achievement - particularly in favor of students from a low socioeconomic background. From this aspect, it can be stated that visual advance organizers are more effective for students from a low socioeconomic background in terms of reading comprehension and retention.

Mayer (1984) noted three aids for text comprehension: (a) tools to help pick information, (b) aids for establishing in-text connections, and (c) aids for establishing inter-textual connections. Short films are used as advance organizers to discover the inner structure of a text and help students with problems in reading comprehension to make connections between the content of the short film and the text that they read, thus making it easier for them to make sense of texts. Davaei and Talebinezhad (2012) stated that activating students' background knowledge on the topic that they read makes it easier for them to understand it. Therefore, it can be stated that short films are effective in terms of activating background information.

Another finding of this study is that the reading comprehension pre-test scores of the students with high socioeconomic status are higher than those from the other statuses. The pre-test mean of the experimental group is 11.2619 for the students with low socioeconomic status and 9.333 for the students with middle socioeconomic status, and the difference is not statistically significant (p= 0.071; p>0.05). However, there seems to be a significant difference between pre-test means of the students with low and middle socioeconomic statuses and those with high socioeconomic status (U = 15.63; p= 0.00; p< 0.05). Additionally, there was no significant difference between the students of the experimental and control groups with high socioeconomic status in terms of reading comprehension achievement. This indicates that the differences in the learning environment lead to a decrease in the effect of the advance organizers as the socioeconomic status increases. In the studies conducted by Çakıcı (2005) and Çakıcı and Altunay (2006), no significant difference was found in terms of experimental and control groups' reading comprehension achievement, and it was concluded that providing an advance organizer is not effective on its own in increasing students' performance. Therefore, it can be concluded that short films, as advance organizers, can influence on the performance of students with a low level of achievement in reading comprehension; however, they may not be effective alone for high achieving students since their effect decreases as the level of achievement increases.

In terms of self-efficacy perception, a significant difference was found in the pre-test and post-test means of students from the experimental group with low and middle socioeconomic status, but there was no significant difference in the pre-test and post-test means of students in high socioeconomic experimental group. Eyüp and Yurt (2016) reported a relationship between reading comprehension self-efficacy and the economic status of middle school students and found that students' self-efficacy perception decreases as their economic conditions weaken. Because of reading self-efficacy perception is related to socio-economic status, in this study the self-efficacy of the groups were compared and it was concluded that self-efficacy perceptions of the students in the experimental group increased as the socioeconomic status increased. (lower economic status x̄ = 3.4613; high economic status x̄ = 3.8873). However, while short films made a difference in the self-efficacy perceptions of reading comprehension in students with low socioeconomic status, they did not make a significant difference in students with high socioeconomic status. Ausubel (1960) argued that unfamiliarity is important with regard to the effect of the advance organizers on the new verbal material to be learned. The fact that it was a novel experience for the students from a low socioeconomic background to be involved in an educational context with short films increased the efficiency of advance organizers. Moreover, according to Chung and Huang (1998), when advance organizers are detailed and long, they negatively influence the attention of students with low motivation. There is also a significant positive relationship between academic motivation and self-efficacy (Aktaş, 2017); therefore, the lack of motivation negatively affects academic self-efficacy. A study by Thibodeau (1998) reported that advance organizers did not make a difference in the perceptions about communication skills. In this study, the short films used can be considered illustrations of events, messages, and characters in a holistic way as a part of a particular theme due to their nature. Therefore, the detailed integrity of content of the short films and text may not have affected the reading comprehension self-efficacy perceptions of the students with middle and high socioeconomic status.

5.2. Conclusion

In conclusion, short films was used to improve the reading comprehension skill to the students prior to reading, and short films influenced reading comprehension achievement and self-efficacy perceptions; however, this effect decreased as socioeconomic status increased. Because in the beginning of the study, it was seen that the students with high socioeconomic

have a high average on reading achievement test and reading self-efficacy perception. Hence, the group with high average were not affected by short films as much as others. As a reason of this result, it can be seen the learning environment difference among the groups. Therefore shorts films which are visual-verbal advance organizers for especially students with high socioeconomic status would be advised to associate with other advance organizers so that meaningful learning occurs, and students develop affectively. This is because each advance organizer is functional on the condition that it is meaningful, and students can establish associations and see the differences. It is therefore significant to investigate the effect of different advance organizers on the cognitive and effective development of students. For this purpose, further research should focus on comparing short films with other advance organizers or relating short films with listening skill activities before reading to see its usefulness as an external aid for reading comprehension. The another suggest is to examine short films effect as advance organizers on speaking and writing skills, especially affective side. And the final suggest is to study with longitudinal designs and person-centered approaches to see the effect on reading comprehension and self-efficacy development.

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Appendix

Short films used in the study

First, the main idea of each text in the course book was determined and second, the short films were examined according to the text's main idea and suitability for child development. Finally, opinions on suitability were collected from experts working on short films, child development and reading teaching. After obtaining consensus, we selected the following short films:

 Lost Fish Nemo- Disnep/ Pixar Films- The minutes between 1:22:29-1:25:25

 For the Birds- Pixar

 Snack Attack- Eduardo Verastegui/ Metanoia Films

 A Cloudy Lesson- Disnep/ Ringling College of Art and Design

 The Coat- Mormon Channel/ President Heber J. Grant's Story

 One Small Step- TAIKO Studios

 Coconul- Afrikatoon Production

 1001 Inventions and the Library of Secrets- The Edge Picture Company in association with Foundation for Science Technology and Civilisation

 The Egyptian Pyramids- Supinfocom Arles (MOPA)