Video Self-Modeling, Reading Aloud, or Silent Reading: Effects of Strategies on Fluency

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Introduction

Fluency is one piece of the literacy puzzle. It is an important aspect of a child's overall reading skills. In the past, comprehension and decoding have been studied more often; however, fluency is starting to draw more attention (Mastropieri, Leinart, & Scruggs, 1999; Rasinski & Padak, 2005). Over the last decade people have begun recognizing that fluency needs to be addressed more than it has been in the past. There has been an increasing acknowledgement that fluency is important because of its connection to comprehension (Schwanenflugel, Meisinger, Wisenbaker, Kuhn, Strauss, & Morris, 2006). Comprehension is a vital skill in all areas of school including science, social studies, and math. When students are unable to read fluently, they have a difficult time reading for meaning (Erickson, Derby, McLaughlin, & Fuehrer, 2015). Wu and Gadke (2017) believe that fluency is "one of the most vital dimensions of reading" (p. 91) based on the report from the National Reading Panel (2000).

This action research project examines the question, when a child records themselves reading and listens to it, does fluency improve for early elementary children?

Method

The action research project took place in the three second grade classrooms at Sioux Center Christian School. It is in a rural community in Northwest Iowa. There were 50 students participating in the study. The students range in age were between 7 and 8 years old. There were 24 boys and 26 girls. Students were split into the classrooms as evenly as possible for behavioral and academic needs. The researcher used all three classes to conduct the study.

The purpose of this study was to find out if video self-modeling was an effective strategy to increase students' fluency. Another purpose of this plan was to find out what strategy was the most effective for increasing fluency: video self-modeling, reading aloud, or reading silently. This plan took place over 7 weeks. The first week the students took their curriculum-based measure (CBM) with our resource teacher, Miss Mulder. The CBM tested and collected data for students' correct words per minute (CWPM). Then there was a five-week study from September 4 - October 15 (a total of 25 days but actually 6 weeks on the calendar due to days off) where the students used the strategies of video self-modeling, reading aloud, or silent reading during Read to Self. Each 2nd grade class used a different strategy. The researcher's class used video self-modeling. Mrs. Stoub's class used reading aloud. Miss Woudstra's class used silent reading. In the seventh week the students took their CBM again with the resource teacher.

The method for children recording themselves and listening to it is called video self-modeling. "Video Self-Modeling (VSM) is an intervention that allows individuals to observe exemplary instances of their own behavior on video in order to increase the probability of that behavior occurring again" (Montgomerie, Little, & Akin-Little, 2014, p. 18). According to Buggey (2007) "video self-modeling gives persons the opportunity to view themselves performing a task just beyond their present functioning level via creative editing of videos using VCRs or video software" (p. 151). In this study, the student's videos will not be edited. Instead, the students will record their reading on the Chromebooks and watch it right after they record it. This is different than what other studies have done using video self-modeling.

Results

Before the intervention, the silent reading group had a mean score of 85 WCPM. The reading aloud group had a mean score of 75 words per minute. The video self-modeling group had a mean score of 81 words per minute.

After the intervention, overall the students in the silent reading group increased their WCPM by 26% and had a mean score of 107 WCPM at the post-test in August which was a 22 WCPM increase. Overall the students in the reading aloud group increased their WCPM by 48% and had a mean score of 111 WCPM at the post-test in August which was a 36 WCPM increase. Overall the students in the video self-modeling group increased their WCPM by 33% and had a mean score of 108 WCPM at the post-test in August which was a 27 WCPM increase. (Figure 1)

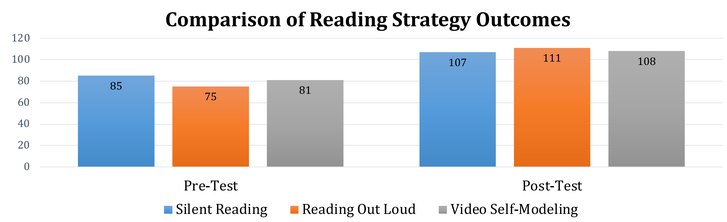

Figure 1. Comparison of Reading Strategy Outcomes.

The quantitative data collected from the pre-test and post-test showed all but two students increased in their WCPM in 2nd grade. The two students who decreased in their WCPM, Student O in the silent reading group and Student B in the video self-modeling group, were the top two readers when the CBM pre-test was conducted in August. Figures 2, 3, and 4 show the data collected.

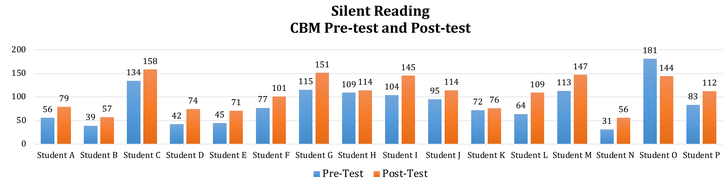

Figure 2. Silent Reading CBM Pre-test and Post-test.

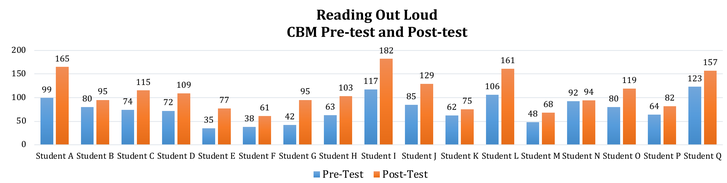

Figure 3. Reading Aloud CBM Pre-test and Post-test.

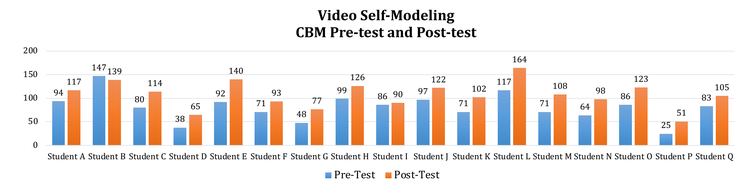

Figure 4. Video Self-Modeling CBM Pre-test and Post-test.

Conclusion

Fluency is one part of literacy, but it plays a very important part. If children can't read fluently, then comprehending what they read becomes even more of a struggle. Even though the data wasn't statistically significant there was growth in all three classrooms. The largest growth for students' WCPM was in the reading aloud classroom, which had an average increase of 48% class wide. Video self-modeling had an average increase of 33% class wide and silent reading had an average increase of 26% class wide.

Video self-modeling did not have the highest increase of WCPM, but it did have the highest average of 94% for time on task. The researcher observed that video self-modeling seemed to be motivating and therefore most likely increased time on task among the students. Allowing students the opportunity to read is essential. Giving students a variety of ways to practice fluency is necessary since all students learn in different way. Although video self-modeling requires more time to implement the researcher plans to use this strategy in the future to assist in increasing fluency. The researcher also plans on giving it as a suggestion for parents to use because it is a good way to keep children reading in and out of the classroom.

Future Directions

Further study of video self-modeling is necessary. From this study the data shows that there were increases in WCPM for fluency when using silent reading, reading aloud, and video self-modeling. Due to having smaller numbers of participants, the data was not statistically significant. In order to see the effectiveness of these interventions more studies would need to be conducted using a larger number of participants. Future studies could be conducted involving more than one school so that entire grade levels at a specific school could use the same intervention.

There are still a couple other areas of further studies that the researcher has considered. One area would be including the editing process into the video self-modeling. The researcher could contact students in higher grade levels, seek out assistance from volunteers, or hire someone who could help with the editing process for the videos. Another area of further study would be conducting more CBM tests throughout the interventions in order to collect more data. Ideally, the action research project would take place for a longer period of time with tests occurring weekly or bi-weekly.

Sources

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