

# **Pro-Vision: Read, Record, Review; A model framework using video technology to enhance reading fluency through prosodic skill development.**

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**Abstract:** Social interactions are constructed of a litany of information which is both verbal and nonverbal. In order to interact and react to this constant onslaught of information one needs to be able anticipate, analyse and comprehend instantaneously (Keitel, Prinz, Friederici, von Hofsten & Daum, 2013). Prosody, an aspect of reading fluency, is an extremely important skill required in order to comprehend, analyse and also anticipate any given text. The purpose of this study is to examine the benefits of the use of video technology to enhance reading fluency particularly intonation and prosodic skills within the classroom environment.

Education is constantly in a state of reform and review; it is the responsibility of all current educators to progress and develop as well as construct, both existing and original practices and strategies that can enhance education in the interim. Technology has long been touted as a solution to various teaching strategies and principles however it is imperative that when using technology in education it is used as a learning tool and aid rather than a novelty and interruption. Therefore it is important that before technology is adopted carelessly into a learning environment vigilant planning and adaptation should occur for a seamless and beneficial transition of use. The following study assesses the benefits of adapting and adopting the use of video technology to *"Read, Record, Review"*.

To explore the research question, a case study was deemed the most suitable form of data collection and analysis as a research project. A cohort of 12 boys from sixth class in a boys national school, Dublin, were chosen to undertake the research. Each group of participants were given both a pre and post research oral reading fluency and retell fluency test. Throughout the study they were also marked on performance by means of a rubric whilst observation including questioning was continually occurring.

Although requiring further more in-depth research and being far from conclusive, the results indicate that there is an opportunity in adopting and adapting video technology within a classroom environment to aid and improve the teaching and learning of prosodic skills in the development of reading fluency. The quantitative results indicate a slight improvement in prosodic skill development and overall reading fluency. The confidence of the participants also seemed to grow as the sessions progressed. Coupled with this throughout the learning experience, the participants displayed an enthusiastic and motivated attitude toward the assignment outlined. Constructive self and peer assessment, attention to detail and desire for success were some of the benefits and attributes displayed by the participants throughout the process.