Abstract
Recent research has explored the effects on literacy of using multimedia presentations that actively integrate text and visuals; however, the potential effect of media use on reader response is largely unexplored. Due to expanding use of multimedia, it is important to understand how video can best be incorporated into literacy teaching. The purpose of this study was to investigate how a video version of a book influences students’ oral and written response to a story by being administered either before, in the middle, or after a teacher reads the book aloud. The participants for this study included students and teachers from three fourth-grade classrooms in a single school. Fifty students from generally low-income families participated by (1) completing two surveys about their reading and video viewing preferences, (2) completing an attitude survey following each of the three treatments (before, middle, after), and (3) keeping a response journal for each book and video. The three teachers were interviewed twice, once following the first treatment and again at the study’s completion. Using both quantitative and qualitative methods allowed statistical analysis of data pertaining to the qualitative nature of student journal responses while concurrently investigating students’ and teachers’ perspectives on the comparative value of video use before, in the middle, or after a teacher reads a book aloud. The findings from pre/post surveys and post treatment attitude measures clearly suggest that the students preferred to see the videos before they heard the books. They felt that viewing videos beforehand helped them to better understand the stories. The findings from the response journal analysis suggest that reading/viewing sequence does not make a difference in terms of either the quantity or quality of journal responses. All three teachers thought the videos and response journals enhanced the literacy instruction of the books, and all perceived that the videos’ visual representations of the books helped students to better understand the stories.
ABSTRACT The aim of this study is to develop a literacy pedagogy to facilitate literacy learning among the Indigenous community in Malaysia. The Developmental Research Approach method was used and thus various groups of people participated in the study. They included subject matter experts, English language teachers from schools with indigenous students, indigenous community as well as indigenous learners in the context of the study. Insights gained from these participants were used as content for the design and development of a literacy pedagogical module. The module encompassing a digital st Media literacy instruction has been shown to have a positive correlation with demonstrable academic improvement in core subject areas. In a comparison study between two 11th-grade English classes, one of which incorporated extensive critical analysis of print, audio and visual media, researchers found that the media literacy instruction resulted in improved reading and writing skills across all forms of text (Hobbs & Frost, 2003). Video-on-Demand does away with many of the inconveniences of playing video in either cassette or DVD form: locating the desired content in hard copy in a library or for purchase, reserving that title and the equipment needed to play it on, cuing it up prior. to class or between classes, switching hard copies to change to a new program, etc.