Video Self-Modeling Technique that Can Be Used in Improving the Abilities of Fluent Reading and Fluent Speaking

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Abstract

The use of technology in the field of education makes the educational process more efficient and motivating. Technological tools are used for developing the communication skills of students and teachers in the learning process increasing the participation, supporting the peer, the realization of collaborative learning. The use of technology is increasingly widespread in the language teaching as well as in all areas of the education. The use of technology in the classroom language teaching activities allows students to be more active in the learning process than other techniques, learn at their own pace and give them a chance to repeat the activities they want to do. Computers, videos, tablets and other technological products such as mobile phones are increasingly feel the importance in language teaching and learning in recent years. In fact teaching methods and techniques built on the use of technology have been developed. Video self-modeling is one of these methods. Video self-modeling is an application with evidence basis, defined as watching and taking as a model the target behavior exhibited by the person on the videotape. The aim of this study is to draw attention of researchers and practitioners to the video self-modeling method which is determined to be ignored and provides information about the use of methods of language teaching in fluent reading and fluent speaking. These are thought as the contribution of this study to the field of teaching Turkish.

Keywords: video self-modeling, language teaching, Turkish teaching, reading fluent and speaking fluent

1. Introduction

Innovations in technology are introduced every day, and the number of them is increasing day by day. To keep up with the world, it is now an obligation rather than a necessity to keep up with these innovations and developments. Technology affects dozens of areas spanning from healthcare to military or from visual media to agriculture. With skilled labour, the use of high technology can yield efficiency, quality, and safety. One of the areas where technology can be made use of is education. Overall, technology is used for boosting and maintaining the quality and success in education. Reaching these goals is closely related to keeping up with technological advances as well as adapting and using them in education. Another important factor is teachers and students having a positive attitude towards technology and ability and knowledge to benefit from technological products.

Many studies suggest that use of technology in educational activities (despite having some limitations) is important and beneficial (Çelik, 2007; Uşun, 2012; Seferoğlu, 2006; Yalın, 2003; Halis, 2003). All over the world, technology is now a part of educational systems. Regarding language teaching, technology has become a part of the process especially in researching, presenting, and documenting as well as four main skills.

Computers, videos, tablets, smart phones, projectors are the basic and most commonly used technological products. On the other hand, these products have become main elements rather than supplementary tools regarding language education. Furthermore, methods and techniques depending on technology have been introduced, and language education activities have been shaped with these methods and techniques.

One of these teaching methods depending on technological devices is video modelling. There are different types of video modelling depending on the goals and procedures such as basic video modelling-BVM, video self-modeling-VSM, point-of-view video modelling-PVM, and video prompting modelling-VPM techniques (Franzone & Klingenberg, 2008). In BVM, student's target behaviours or skills are recorded. The student

watches the video some time later. PVM depends on the basis of recording the target behaviours or skills from student's point-of-view. VPM is based on recording each and every step of quitting a behaviour.

2. Video Self-Modeling Technique

Video self-modeling (VSM) technique was firstly used by Creer and Miklich (1970) with the term of "self-modeling" (Hitchcock, Dowrick, & Prater, 2003). Creer and Miklich videotaped an asthmatic child and reported the behaviors of the child. After some time, they identified that the video records affected the social behaviors of the child positively. Video self-modeling technique, whose foundations have been laid with this study, was shaped by Bandura's social learning theory, Skinner's operant conditioning and Vygotsky's perspective. Bandura's views remained in the forefront in video self-modeling technique. According to Bandura's theory, the learning process of an individual is composed of the unity of cognitive processes such as imitation, observation, thinking, memory, language, and estimating and evaluating the behaviors. There are four components of the theory. The first component is that the observer should participate in the modelled event. The second is that the material should be preserved. The third is that the observer should have the ability of demonstrate the behavior. The fourth is that there is an adequate motivation in order to demonstrate the behavior. Bandura's view rather emphasizes the importance of learning a model by observing it (Hitchcock, et al., 2003). According to Bandura, individuals learn most of their skills by observing the behaviors and the results of such behaviors of people around them. When an individual becomes a model, the motivation that helps individuals to display their behaviors, and self-efficacy of individuals increase. The usage of the film by Bandura in 1976 in the teaching of these social behaviors, is also important for this technique. Skinner's operant behavior theory also supports video self-modeling. According to Skinner, individuals are able to observe themselves and differentiate their positive and negative behaviors, and the rule-governed behavior is under the control of verbal discriminative stimuli (Nikopoulos, 2007). According to Vygotsky, the learnings of an individual reveal with the leadership of a more experienced individual. Moreover, the concept of "cone of proximal development" that was put forward by Vygotsky is important for self-modeling. Vygotsky defines the concept of zone of proximal development as "the distance between the genuine development level determined with independent problem solving and the potential development level determined with problem solving under the surveillance of adults or in collaboration with more skilled peers (Vygotsky, 1978 op cit.; Ogle, 2012, p. 9). As it is seen, video self-modeling has been fed by all views with its aspects of cognitive-behavioral, self-efficacy and taking someone as a role model.

Video self-modeling in general is a process that involves; a video record belongs to an individual, letting someone watch the relevant video record and the evaluation of the individuals. In other words, video self-modeling is an implementation based on recording the scenes in which the individual exhibits target behavior and letting the individual watch such scenes with the purpose of enabling the individuals to exhibit a new behavior or skill. Furthermore, video self-modeling may involve a series of strategies including role playing and imitation. Video self-modeling can be defined as follows: Individuals' learning by observing themselves as models in order to obtain the behavior desired (Dowrick, 1999)

Although video self-modeling is a method that has been used since 1970, it started to be used more intensively in the recent years. The technological advances appeared since 1970 until today, increased the availability of this technique. In the first years of the technique, it was more difficult to use the devices such as camera, TV screen on which the camera records will be displayed, video cassette and video tape equipment. However, even a cell phone itself is able to do what these four devices were able to do. The technology can be implemented in an easier way with this facility.

Video self-modeling is a technique that can be implemented on individuals those who have developmental incompetency and who have normal development characteristics with the purpose of reducing the problem behaviors, acquiring new skills, consolidating the previously obtained -desired- skills and ensuring the continuity of them. Language teaching is one of the fields in which this technique can be used effectively.

3. Video Self-Modeling Technique in Language Teaching

As stated above, video self-modeling is used to lead people to do target behaviours. Video self-modeling help people realise repeated behaviours and observe themselves. Besides, VSM is a practice which allows people educative examples of their own behaviours which leads these behaviours to to occur more frequently. In short, VSM is used with an aim to teach some behaviours and to motivate.

In language teaching, some certain linguistic behaviours are expected. These linguistic behaviours can be better observed in speaking and reading skills. Reading without tracking with head or finger, reading with proper tone of voice, pronouncing the words correctly are some of these linguistic behaviours. VSM, which is used for

teaching some behaviours and motivating, can contribute to students linguistic behaviours.

When the literature is reviewed, VSM is commonly used in special education in Turkey and abroad. The studies in Turkey are generally theoretical and depend more on literature review, there are few applied studies (Genç & Kurt, 2014; Genç, 2010; Karasu, 2011; Değirmenci, 2010; Acar & Diken, 2012; Akmanoğlu & Kurnaz, 2014; Ergenekon, 2012; Halisküçük & Çiftçi, 2007; Öncül & Yücesoy, 2010). There are many applied and theoretical VSM studies from outside Turkey dealing with social, self-care, and linguistic skills of people who need special education (Bellini & Akullian, 2007; Bellini & McConnell, 2010; Bellini, Akullian, & Hopf, 2007; Buggey, 2005; Gelbar, Anderson, McCarthy, & Buggey, 2012; Hepting & Goldstein, 1996; Litras, Moore, & Anderson, 2010; Marcus & Wilder, 2009; Williamson, Casey, Robertson, & Buggey, 2013).

There are less studies when language education and VSM are searched for. There are almost no studies on language education and use of VSM in Turkey. The only study on this subject in Turkey is Ulu and Başaran's (2013) "The Contribution of Video Self-modeling Technique in Developing Fluent Reading Skill". When literature from abroad is reviewed, it can be suggested that VSM studies are in a better condition than Turkey. These studies concentrate on the effect of VSM on fluent reading. There are -although only a few- studies on the effect of VSM on fluent speaking and speech disorders (Chandler, 2012; Hitchcock, Prater, & Dowrick, 2004; Montgomerie, Little, & Akin-Little, 2014; Decker & Buggey, 2014; Anestin, 2015; Greenberg, Buggey, & Bond 2002; Webber, Packman, & Onslow, 2004).

When the results of the studies are investigated, it can be found out that VSM contributes positively to acquiring the target/expected behaviours. For example, Ulu and Başaran (2013) states that VSM has positive effects on fluent reading and comprehension skills of primary school students with no physical or mental disabilities who still had fluent reading or comprehension problems. Greenberg et al. (2002), found an improvement in fluent reading skills and reading perception of three third grader students whose given skills were below average. The results of other studies where video self-modeling technique was used were positive as well (Chandler, 2012; Hitchcock et al., 2004; Montgomerie et al., 2014; Decker & Buggey, 2014; Anestin, 2015; Webber, et al., 2004).

As can be seen, VSM is an effective technique on a wide range of areas from teaching effective social behaviours to teaching linguistic skills. However, it still remains an unknown technique in teaching Turkish. Depending on the studies in related literature, it can be stated that VSM can be an effective technique especially in teaching reading (oral and fluent reading skills) and speaking skills (prepared or unprepared). With reference to this prediction, the aim of this study is to draw attention of researchers to video self-modeling technique, and to provide information on the use of video self-modeling technique in developing fluent reading and fluent speaking skills.

4. Fluent Reading and Video Self-Modeling

Fluent reading means a reading requires considering the punctuation marks, emphasis and intonation without re-reading and repetition of words. It also does not involve spelling and unnecessary pauses but requires paying attention to the unity of sentences as if the reader is speaking (Akyol, 2006, p. 4). Samuels (2006) defines fluent reading which is considered by him as an important component of reading, as vocalizing the text while reading (Samuels, 2006 op cit., Montgomerie, 2014) Based on these definitions, the definitions of fluent reading are described as accuracy in decoding, recognizing the words, truly reading, automaticity and prosody (all the elements of sonics such as emphasis, pause and melody) (Kuhn & Stahl, 2003). These three components need to be in harmony with each other. The harmony between these three components also affects the learning level positively. According to Pikulski (2006), there is a mutual relation between understanding the text and fluency. The individuals having high level of fluent reading are expected to have a high level of understanding. In conducting the implementations of acquiring fluent reading skills, the attention has to be paid on preferring the reading texts that are suitable with the levels of students, not focusing completely on speed reading, focusing on the text during the reading action, conducting fluent reading in silent readings as well and providing a model reading for students (Allington, 2006; Pikulski & Chard, 2005 op cit., Başaran, 2013). The number of theoretical and applied studies concerning the fluent reading is increasing every passing day. Fluent reading skill has gained an importance place in the research studies regarding the reading skill. The importance of fluent reading skill has increased in Turkey especially in 2005 with Turkish Curriculum that was renewed, and fluent reading skill has been included in the heading of reading and learning field within the current Turkish Curriculum (1th-8th grades) that was adopted in 2015. The fluent reading skills from 1th till 8th grade students are as follow:

Table 1. Turkish Course (1-8. grades) Curriculum Fluent Reading Objectives

Fluent reading objectives in the first grade	Fluent reading objectives in the fifth grade
The student, Reads plain texts and poems and actively participates in choral reading. Correctly pronounces the words while reading, and pays attention to punctuation marks. Reads with correct intonation, stress, and audible tone of voice. Reads without finger tracking and with appropriate pace.	The student, Reads different text types independently with correct pace. Does activities to memorize some poems. Reads without chunking/spelling or repeating the words with audible tone of voice, and pays attention to stress and intonation. Reads with an appropriate pace silently or aloud while paying attention to punctuation marks. Reads texts dramatizing according to the text type.
Fluent reading objectives in the second grade	**Fluent reading objectives in the sixth grade**
The student, Pronounces the words correctly, and pays attention to punctuation marks while reading. Reads with correct intonation, stress, and audible tone of voice. Reads without finger tracking and with appropriate pace. Reads according to the text type. Reads a dialogue acting as the characters. Differentiates between plain texts and poems.	The student, Reads different text types independently with appropriate pace. Reads with an appropriate pace silently or aloud while paying attention to punctuation marks. Reads texts dramatizing according to the text type.
Fluent reading objectives in the third grad;	**Fluent reading objectives in the seventh grade**
The student, Reads without chunking/spelling or repeating the words with audible tone of voice. Pays attention to stress and intonation while reading aloud. Does activities to memorize some poems with literary value without pushing the student's limits. Reads poems and plain texts according to the features of the type. Reads and understands stories, drama, and poems independently. Reads without finger tracking and with appropriate pace loudly or silently.	The student, Reads different text types independently with appropriate pace. Reads with an appropriate pace silently or aloud while paying attention to punctuation marks. Reads texts dramatizing according to the text type. Reads obeying the phonology, morphology, and syntax rules of the language.
Fluent reading objectives in the fourth grade	**Fluent reading objectives in the eighth grade**
The student, Reads and understands different text types independently without pushing the student's limits. Reads without chunking/spelling or repeating the words with audible tone of voice, and pays attention to stress and intonation. Reads silently or aloud with appropriate pace. Reads according to the text type.	The student, Reads and understands different text types independently. Reads with an appropriate pace silently or aloud while paying attention to punctuation marks. Reads obeying the phonology, morphology, and syntax rules of the language.

According to the table above, pronouncing the words correctly, pay attention to stress and intonation, using an audible tone of voice, not tracking with fingers while reading, not chunking/spelling, not repeating, using a level-appropriate pace, reading according to the text type, dramatizing the text, paying attention to punctuation marks are the observable features of fluent reading. In other words, students are expected to read with an appropriate pace, to pronounce the words correctly, or not to track with fingers while reading etc. When all these expectations are met, comprehension is high as there is a positive correlation between pace of reading and comprehension. In some cases, although the person does not have any mental or physical disorders, fluent reading does not take place. Following can be stated among the reasons for this kind of a case; skipping a letter, syllable, word, or line; chunking/spelling; adding a letter or word; pausing a lot to recognize the word; frequent repetition; going back; tracking with finger or head. To eliminate these problems, which hinder fluent reading, techniques such as word colouring, choral reading, repetitive reading, resonance reading, or 3P (Pause, Prompt, & Praise) are used repeated reading, echo-reading and paired-reading methods. Video self-modeling should also be added to these techniques stated in literature on eliminating reading problems. This technique is different than the others as it is supported with a technological device, and the guide for the students are themselves. Other reasons for it being different than other techniques are that it supports discovery strategy and that it target individuals not groups. Moreover, VSM is a cognitive-behavioural technique that enables participants to monitor their fluent reading behaviour. Hitchock, Prater, and Dowrick (2004) used VSM to improve fluent reading rate and comprehension. Dowrick, Kim-Rupnow, and Power (2006) used VSM to improve fluent speaking of 10 students with special educational needs. Both of the studies found out that all the students showed great improvement in fluent reading (Dowrick, Kim-Rupnow, & Power, 2006 cited in Montgomerie et al., 2014).

When technological equipments at schools are considered, VSM is cheaper and less time consuming for teachers if compared with traditional educational methods. Lightfoot (2005, cited in Anestin, 2015) suggests that VSM helps reduce the costs of integration of technology in classrooms, and takes less time for producing permanent behaviours. Dowrick (2006), made an application of VSM for fluent reading consisting of 5 steps. Dowrick (2006) chose a book in the first step, and prepared the computer in the second step. In the third step, the researcher informed the applicant to be recorded, had the applicant rehearsed, and planned the application process. In the fourth step, the researcher chose a level-appropriate text and prepared dependent and independent reading activities, comprehension questions, and word games. In the final step, the video was recorded.

Steps to apply VSM in educational activities are listed by Genç-Tosun and Kurt (2013, p. 43)

1. Determining the target behaviour

2. Preparing the tools (A device to take the video and another to watch it)

3. Skill analysis and writing the scenario

4. Preparing the educational video

5. Collecting starting level data

6. Setting the teaching environment (When? Where? How often?)

7. Presenting

8. Level of improvement:

1a. No improvement 1b. Solving the problem (Return to fourth step)

2a. There is improvement 2b. Continuing education 2c. Obscuring the hint

Based on the steps of video modelling and video self-modeling above, ones to apply the technique to improve fluent reading are suggested to follow the steps below:

1. Determining the person having fluent reading problems

2. Planning the application of the technique

3. Preparing the tools (Video recorder, a device to watch the video, texts)

4. Recording

4.1. Notifying the student

4.2. Recording the student reading the text

4.3. Having the student watch the video and find reading errors

4.4. Having the student read the text again and fix the problems

4.5. Having the student talk about the text (Repeating 4.4. if there are problems)

4.6. Asking comprehension questions (Repeating 4.4 and 4.5. if there are problems)

4.5. Evaluating the activity

There are some points to take into consideration for using VSM for fluent reading. Texts should be appropriate to the level of the student. A path from easier texts to more difficult ones should be followed. Narrative texts should be used first, then should the informative texts come. The recordings should be carried out in environments where the student feels relaxed. There should not be third person viewers in the recording environment. The technique should be repeated with appropriate intervals. The intervals should not be long. Teachers should not intervene while spotting the reading errors. Students should find them on their own. If students fail to do so, some hints should be provided. If students still cannot find the errors, the activity should be repeated. Students should be informed about the process before the application. Students anxious in front of the camera should be calmed down; there should not be any insistence on students who cannot be calmed.

5. Fluent Speaking and Video Self-Modeling

Yalçın (2002, p. 97) describes speaking skill as people expressing themselves directly and telling their feelings and emotions to others directly and a skill to interact with other rather than a skill to use by one' own. Speaking skill is a person's basic communication skill. The efficiency of speaking is directly related to the efficiency of communication. Fluent speaking seen as a part of speaking skill can be defined as expressing oneself correctly and effectively. In the literature, the 'fluent' part of fluent speaking is concentrated on. Richards (2014, p. 96), defined fluency as "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence." Hilton (2008) states that fluency often has a more narrow meaning, referring to quantifiable aspects of speech such as speech rate, pauses, repair, and mean length of run.

Segalowitz (2010) proposes that a distinction be made between the following three notions of fluency: cognitive fluency, utterance fluency, and perceived fluency. Utterance fluency is the fluency that can be measured in a sample of speech. One can define utterance fluency objectively by measuring (temporal) aspects of the speech sample (Nivja et al., 2011). Cognitive fluency describes an individual's ability to efficiently plan and assemble an utterance, including elements such as its content, vocabulary, and grammatical form. Since it involves mental processes, it cannot be measured directly like utterance fluency. (De Jong et al., 2013b cited in Leonard, 2015, p. 5) Perceived fluency refers to a listener's impression of a speaker's fluency (Lennon, 2000).

Kuru (2013, p. 91) handles speech disorders in three categories; articulation, fluency problems, and voice disorders. Articulation is production of speech sounds whereas fluency corresponds to rhythm and smoothness in language, and it concentrates on sound, pitch, volume and resonance.

In speaking process, one makes use of gestures, mimics, and stress and intonation to make the words more effective. Speaking is supported with body language. In other words, how loud or fast one is, the way of breathing, the movement of eyes, pauses, the way of standing are all significant as well as the words that are spoken (Güneş, 2014, p. 4)

Fluent speaking does not find a place for itself as much as fluent reading does in language education. Fluent speaking is referred to with the use of the term speech disorder. While fluent reading is handled in Turkish Course as mother tongue (1-8. grades) Curriculum (MEB, 2015) as part of compulsory education in Turkey, fluent speaking is not referred to.

Fluent speaking, exactly similar to fluent reading skill in this sense, is a skill that can be improved. Furthermore, each person varies in fluent speaking levels. Fluent speaking levels may show difference depending on mental, physical, sociological, or psychological factors. One may have fluent speaking errors because of these factors. Fluent speaking errors can be one or more of the following; speaking without eye contact, speaking with too high or low tone of voice, pronouncing the words wrong, using irrelevant sentences, speaking without paying attention to stress and intonation, exaggerating the gestures, breathing uncontrollably, making redundant sounds (err, mm, well, etc.), long pauses between statements while speaking, repeating the words, going back in speech, skipping letters or words.

Video self- modelling can be utilised for eliminating the problems mentioned above. There have not been any studies about use of VSM for eliminating speech errors can be found in literature in Turkey. Also, there have been limited studies on this matter in international literature. One of the most prominent ones is "Effects of self-modeling on stuttering" by Webber et al. (2004). Webber et al. (2004) used VSM and found that stuttering can be diminished with use of this technique.

VSM, a useful technique for eliminating fluent speaking errors, should also be used in language education. The steps of VSM suggested for fluent reading can also be suggested for improving fluent speaking skill. The steps of applying VSM for eliminating fluent speaking errors:

1. Determining the person having fluent speaking problems

2. Planning the application of the technique

3. Preparing the tools (Video recorder, a device to watch the video, texts)

4. Recording

4.1. Notifying the student

4.2. Recording the student giving a prepared or unprepared speech

4.3. Having the student watch the video and find speech errors

4.4. Having the student give the speech again and fix the problems (Repeating 4.3. if there are still problems)

4.5. Evaluating the activity

The points to take into consideration while applying VSM for fluent reading are also valid for applying it for fluent speaking. Another point is to select a topic that appeals students while doing a prepared speaking activity.

6. Results and Conclusion

Methods and techniques for language teaching has been shaped by social necessities (Uysal, 2016). Accordingly, video self-modeling is used more in teaching social skills while it has started to be used in language education at 21st century. It has been observed to yield positive results both in special education and language education. The structure of VSM is suitable for teaching linguistic skills. This technique has been observed to yield positive results in developing and improving linguistic skills (Chandler, 2012; Hitchcock et al., 2004; Montgomerie, Little, & Akin-Little, 2014; Decker & Buggey, 2014; Anestin, 2015; Greenberg et al., 2002; Webber et al., 2004; Ulu & Başaran, 2013). However, this technique is not used or known commonly in language education in Turkey yet.

In this study, information about video self-modeling technique is given, and how to make use of this technique to improve fluent reading and fluent speaking is explained. Video self-modeling has positive effects on eliminating fluent reading and fluent speaking problems as well as other benefits. Teacher has more control on modelling process as the video recordings can be revised and taken over and over again until the target behaviour is reached. It enables teachers to save time. It motivates the students, and students with high motivation level participate more in class activities.

As stated earlier, video self-modeling is a technique that is rarely used in teaching Turkish. The reason for this is that this technique is not known widely; not that it is not effective. As a result, applied studies of this technique should be given a priority in teaching Turkish.

The place of video self-modeling in teaching Turkish should be located through the study of data gathered from future applied studies. Video method and its techniques -especially video self-modeling type- and their application should be introduced teachers. Moreover, video self-modeling can be used in identifying speech disorders, foreign language education, and neurological studies.

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