Guided Viewing Action Research: Instructional Approaches to Academic ASL Acquisition

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Goal

To provide new strategies and tools for teachers and other professionals to aid in development of academic American Sign Language receptive skills for Pre-Kindergarten to Elementary students (also applicable to Middle and High School students).
Definition

Guided viewing is a context in which a teacher supports each viewer’s development of effective strategies for processing film signacy at increasingly challenging levels of difficulty (Derived from Fountas & Pinnell’s (1996) definition of Guided Reading).
Teacher’s Role in Guided Viewing

During the viewing
- Teacher as a model viewer; view along with the students
- Observe the viewer’s behaviors for evidence of strategy use
- Confirm students’ problem-solving attempts and successes

After the viewing
- Discuss and review story content and signs used in it with the students
- Return to the film for one or two teaching opportunities such as finding evidence or
Methodology (continued)

Student’s Role in Guided Viewing

• View the whole film
• Request help in problem solving when needed
• Discuss and review story content and signs used in it with the teacher
• Check predictions and personal reaction to the story or information
• Review the film at points of problem solving with guidance by the teacher
Guided Viewing Process

1. View the whole video.
2. Teacher asks students guided viewing questions while showing them certain video segments one at a time.
3. View the whole video again.
**Detailed Guided Viewing Process**

*Introduce the video:*
- Look at the title (and, if available, synopsis), and invite student prediction.
- Call attention to details in the video that will support the students’ viewing.
- Model new viewing procession strategies.

*View the video:*
- Students view the whole video independently – silently.
- The students are given a purpose for their viewing.
- The teacher observes and provides support to individuals in the group during the viewing. The teacher moves from one child to the next focusing on each student’s summarization and coach/guide that child whenever necessary. The teacher notes any strategies used.
Discuss and revisit the video:
- Students are given an opportunity to talk about what they viewed on the video, discussing what they noticed that was interesting or confusing to them.
- Allow students to make connections to their own experiences and explain their opinions about the content or craft of the video.
- Students should refer to the video to provide evidence from it to back up their interpretations/conclusions.
- Discussions should have a teaching point and reflect the focus for the lesson.

Response to the video:
- The response to the video should give students an opportunity to re-engage with it.
- A response should deepen and extend the students' understanding of the video by reviewing, reinterpreting or retelling the video.
Videos and Materials


Select stories from *ASL Storytime*
- Willard J. Madsen- “One Day at School” Vol. 1
- Angela McCaskill- “A Camping Experience” Vol. 1
- E. Lynn Jacobswitz- “June Dinner” Vol. 1
- Poorna Rajagopahan- “A Bus Ride” Vol. 1
- Mike Kemp- “At the Beach” Vol. 1
- Carolyn McCaskill-Emerson- “Miss Gallaudet Pageant” Vol.1
- Poorna Rajagopahan- “A Ride on the Airplane” Vol.2
- E.Lynn Jacobswitz- “A Dream” Vol.2
- Stephen Ryan- “Planet Way Over Yonder” Vol. 5
Data

Over twenty hours of videorecording of Guided Viewing sessions, including both students and teacher commentaries.
Results

**Visual Comprehension**
- Stories content
- Signs
  - ASL vocabulary
  - Lexicalized fingerspelling
  - English fingerspelling

**Critical Thinking**
- Questioning skills
- Language Experience
- Language Scaffolding

**Other Benefits**
- Cross-curricular Integration
- ASL model
- Role model
- Increased participation and assertiveness
- Less misunderstanding and information overlook
Conclusion

• Positive development in students’ academic ASL receptive skills.

• Higher ASL literacy skills goes beyond basic skills and includes the following improved abilities:
  – To think critically and creatively;
  – To reason;
  – To inquire meticulously into a given subject matter;
  – To analyze, synthesize, and evaluate information; and
  – To communicate effectively.

• Flexibility to use intuition to adjust one’s approach over another according to individual student’s visual learning needs.
Conclusion (continued)

- Conditions for effective Guided Viewing sessions
  - Small groups up to five to six students for viewing instruction.
  - Grouped by students’ individual learning needs and receptive skills.
- Limited ASL Literature corpus; need wider array of videos for use in Guided Viewing activities.
- More resources for data analysis and accountability.
- Need to identify, document and catalogue more strategies used in Guided Viewing activities.
- Should not be used as the only tool for improving students’ receptive skills; it is one of several components of a more comprehensive literacy program.
References


- Center for ASL/English Bilingual Education and Research. (n.d.). *Deaf Bilinguals Learn Various Genres of ASL through ASL Literature (Seminar 3.6)*. Washington, DC: Center for ASL/English Bilingual Education and Research (CAEBER), Gallaudet University.


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Notes:
Explain how this project came about, and how I became interested in doing this project (and a believer out of it).

Abstract:
• In Guided Viewing, the teacher works with a small group with similar receptive skills. The teacher introduces new videos and supports children while viewing the video by stopping to make teaching points during the viewing process.
• Our action research focuses on how deaf students view, analyze and discuss clips from different ASL genres (e.g., literature, instructional, informative) guided by the teacher.
• This research is groundbreaking in that it is a new way of aiding in academic ASL acquisition of deaf students who need it. While the benefits of Guided Reading are well known, many benefits of Guided Viewing were identified in our research, e.g. expansion of students’ ASL linguistic repertoire.
Goal

To provide new strategies and tools for teachers and other professionals to aid in development of academic American Sign Language receptive skills for Pre-Kindergarten to Elementary students (also applicable to Middle and High School students).

Where is Guided Reading’s ASL equivalent? This activity is it. This helps fill in some gap areas in the ASL-English bilingual approach to teaching deaf and hard of hearing students.
Definition

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Methodology

Teacher’s Role in Guided Viewing

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If still not clear on what Guided Viewing looks like and each person’s role in that activity, concrete examples of what it look like will be shown through short video clips of Guided Viewing. These clips will be shown in few moments.
In order for Guided Viewing to become effective, each student needs to be an active participant in it.
Guided Viewing Process

1. View the whole video.
2. Teacher asks students guided viewing questions while showing them certain video segments one at a time.
3. View the whole video again.

When I say “view the whole video,” I mean view the whole story in its entirety on video.
Detailed Guided Viewing Process

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Detailed Guided Viewing Process (continued)

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