The Utilization of Recorded Read Alouds by Teachers in Kindergarten through Sixth Grade

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The Utilization of Recorded Read Alouds by Teachers

in Kindergarten through Sixth Grade

An Honors Thesis submitted in partial fulfillment of the requirement for Honors Studies in the

College of Education and Health Professions

Childhood Education

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Abstract

In March of 2020, schools in the United States turned to virtual instruction due to the COVID-19 pandemic. Recorded read alouds flooded the internet during this time (Shedrow & Stoetzel, 2021). Now that school is back in person, the internet remains full of these recorded read alouds. The purpose of this study is to examine the utilization of recorded read alouds as an instructional practice by kindergarten through sixth grade teachers within in-person classrooms. This study also determines whether the use of a recorded read aloud by teachers has changed following COVID-19 and the purposes recorded read alouds serve. Research shows that the most effective use of a read aloud comes with interaction (Shedrow & Stoetzel, 2021). This study examines whether teachers who use a recorded read aloud are able to have an interactive read aloud with their students even though the read aloud is recorded. This study also determines whether the use of a recorded read aloud is one of the ways classroom instruction has morphed in elementary and middle school classrooms. A 24-question survey was distributed through social media for kindergarten through sixth grade teachers. The survey collected 18 total responses. There is a diverse representation of age, experience, and grade levels within the participating group. Quantitative data and qualitative data were collected through Qualtrics. Through coding, patterns and themes were discovered and summaries were written. The survey provided evidence that current kindergarten through sixth grade teachers frequently use recorded read aloud in their classrooms. Teachers use recorded read alouds to teach social emotional skills, provide virtual work, promote student enjoyment, and to replace a print copy read aloud. The results of this study are most beneficial for teachers in kindergarten through 6th grades, administrators, and curriculum developers. Teachers in these grade levels can consider why other teachers use recorded read alouds and evaluate and reflect on their own purpose of a recorded read aloud.
Administrators and curriculum developers can see the use of a recorded read aloud in elementary classrooms and could use this information to educate teachers on the use of recorded read alouds.

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Keywords: Read Aloud, Literacy, Elementary Education, Virtual Learning, Digital Learning, Online Learning, Education, Recorded Read Aloud, Digital Read Aloud
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Chapter I

In 2020, schools in the United States turned to virtual instruction due to the COVID-19 pandemic. Teachers and parents worried about the instruction and opportunities students would miss being at home while trying to continue their education. Due to many parents being unable to fully supervise or help their children during their school day, adults began to post recorded read alouds on the internet for children to listen to and watch (Shedrow & Stoetzel, 2021). In this study a recorded read aloud is a type of digital read aloud. It is a video of a person reading a book while showing the pages. It occurs asynchronously. Recorded read alouds are a fairly new technology that have recently become readily available to teachers. They offer availability to many book subjects, formats, and authors at no cost. Teachers have this new tool at their fingertips and while there is research on the ways to conduct a read aloud, there is no research on how teachers conduct a read aloud using a recorded read aloud. There is also no research on effectiveness of recorded read alouds when used as a literacy practice. Recorded read alouds became abundantly available on the internet due to virtual learning because of COVID-19. Now that school is back in person, the ability for teachers to access many different recorded read alouds is easy. The purpose of this study is to determine whether teachers are still using a recorded read aloud as an instructional practice within their in-person classroom and the ways in which they are using recorded read alouds. Research (Shedrow & Stoetzel, 2021) shows that the most effective use of a read aloud comes with interaction. This study examines whether teachers who use a recorded read aloud are able to have an interactive read aloud with their students even though the read aloud is recorded. COVID-19 has changed the way schools function and teachers teach. This study may also determine whether the use of a recorded read aloud is one of the ways classroom instruction has morphed in elementary and middle school classrooms.
Definition of Terms

The following terms have been defined for the purpose of this study:

1. In this study a **read aloud** occurs when a teacher reads a book or a section of a book aloud to students (Shedrow & Stoetzel, 2021).

2. In this study, a **digital read aloud** is performed using technology to carry out the message synchronously or asynchronously (Shedrow & Stoetzel, 2021). Digital read alouds come in many forms. They can be performed through a conferencing platform such as Zoom™ by a teacher synchronously or asynchronously on a digital book website that presents the pages of the book while reading the story.

3. In this study, a **recorded read aloud** is a type of digital read aloud. It is a video of a person reading a book while showing the pages. It occurs asynchronously. This is the type of digital read alouds that flooded the internet due to COVID-19.

4. In this study, an **interactive read aloud** occurs when a teacher performs a read aloud to students with meaningful and purposeful discussion. This discussion can happen before, during, or after the read aloud (Shedrow & Stoetzel, 2021). The International Literacy Association states that “read-alouds must be interactive, during which teachers briefly stop, model their thinking, ask and answer questions, and invite participation from students” (Newark, 2018, p. 4).

Research Question

In 2020, thousands of recorded read alouds became available on the internet for teachers to use at no cost (Shedrow & Stoetzel, 2021). Teachers used these read alouds in their virtual classrooms to supplement or replace literacy instruction that would occur in the in-person classroom. The purpose of the study is to examine the ways in which elementary and middle
school teachers in kindergarten through sixth grade utilize a recorded read aloud following the return to an in-person classroom after COVID-19. The study is exploratory and the research was completed using a survey distributed to elementary and middle school teachers in kindergarten through sixth grade.

**Rationale**

Despite the growing number of recorded read alouds becoming available to teachers (Shedrow & Stoetzel, 2021), at the time of the study design there was no research on how teachers might be using a recorded read aloud within the in-person classroom. There is research about how to use a recorded read aloud in a virtual classroom (Shedrow, & Stoetzel, 2021), but the United States has returned to in-person schools. The recorded read aloud is a new instructional tool readily available to teachers. This study examines whether teachers believe this tool is relevant and the ways in which they use this new tool.

**Overview of the Paper**

The chapters that follow describe the study that investigates the utilization of recorded read alouds by teachers in kindergarten through sixth grade. Chapter one introduces the study, describes key terms used throughout the study, and presents the relevance of the study. Chapter two includes a review of the literature describing the use and purpose of read alouds in kindergarten through sixth grade. Chapter three describes the methodology of the study, including the setting, participants, and confidentiality, as well as the data collection and analysis procedures including survey questions. Chapter four reports the quantitative and qualitative results of the study. Chapter five contains a discussion of the research results, limitations, and further recommendations for educators and researchers.
Chapter II

When schools in the United States switched to virtual school due to rising COVID-19 cases, concerns were raised by parents and teachers regarding children’s literacy development when being taught virtually. Teachers, authors, celebrities, and other figures posted a multitude of read alouds on the internet for public use (Shedrow & Stoetzel, 2021). Recorded read alouds became abundantly available due to COVID-19 and are readily available now that school has returned to in-person. Teachers have a new opportunity to utilize recorded read alouds in their own classroom. This chapter examines the research and literature on the digital read aloud, utilizations of read alouds in the classroom and the literacy and social emotional skills that can be developed with a read aloud.

Digital Read Aloud

A digital read aloud is performed using technology to carry out the message synchronously or asynchronously (Shedrow & Stoetzel, 2021). Digital read alouds come in many forms. They can be on a digital book streaming platform that reads the book aloud while showing the pages on the screen. They can be recorded by a student’s teacher and the video can be presented to the student. They can happen asynchronously during a conferencing call such as zoom or Microsoft teams. This new technological tool can aid teachers to enhance their students’ learning, but it is the teacher’s instruction and use of technology that will affect how much a student learns (Shedrow & Stoetzel, 2021). The ways in which a teacher utilizes a recorded read aloud has more impact on the student’s learning outcome compared to the book itself.

Learning Progression

Read alouds are important for students because they help develop fundamental literacy skills and the knowledge students need to become readers (Newark, 2018). Oral language skills
are also developed when children engage in sophisticated conversations during a read aloud. Conversations that are had during a read aloud can be employed when children talk and play with each other (Shedrow & Stoetzel, 2021). Effective read aloud instruction can help students develop literacy skills such as background knowledge, vocabulary, and listening comprehension (Newark, 2018). Even without instruction, reading a book to a child will increase their vocabulary and expose them to oral language (Newark, 2018).

Read alouds can also teach more complex literacy skills for upper elementary grade levels. They allow an opportunity to present different types of text structures such as expository or information text structures to students (Santaro et al., 2008). This allows students to explore and learn about concepts such as compare and contrast, cause and effect, and problem solution (Santaro et al., 2008). These skills can help students in their own writing or to comprehend higher level text.

Read alouds introduce knowledge and help grow students’ literacy skills, but they also help students find joy in reading. Research has shown that read alouds increase students’ enthusiasm for reading (Shedrow & Stoetzel, 2021). Read alouds can provide enjoyment through literature to students, increase social interactions, and ignite a love for reading (Shedrow & Stoetzel, 2021). The sooner students are exposed to reading and acquire it as a habit, the more likely they are to read as a choice which increases how much they will read over their lifetime (Kozak & Recchia, 2019). The more amount of time kindergarten students are read to is directly linked to how often they read by choice in the 4th grade (Sénéchal, 2006). Read alouds can help students become lifelong readers, which extends their growth in literacy far beyond their elementary years but they must be introduced to reading early so they can learn to read for pleasure and in turn become readers for life (Kozak & Recchia, 2019).
Developmental and Social Domains

In Kozak and Recchia’s article, *Reading and the Development of Social Understanding: Implications for the Literacy Classroom*, research revealed that reading extends far past the ability to grow in literacy skills. Reading is directly related to the ability to understand others’ emotions and sympathize with them (Kozak & Recchia, 2019). It has also been found that reading fiction helps people gain social understanding. Social understanding is what allows relationships between others to occur. A study by Kozak & Recchia (2019) revealed that children aged four to six whose parents read to them have a deeper understanding that others have different feelings, beliefs, and desires than their own. Reading allows for children to learn to sympathize with others’ emotions and to develop in their social emotional skills.

Vygotsky’s well respected social cultural theory within the community of psychology explains that learning and development stem from social interaction (Shabani, 2016). Read alouds with interaction can spur learning and development. People not only learn from interaction, but without it can miss out on ideas they otherwise would never have known without the interaction from others. Read alouds within the classroom foster social skills and learning. Through social interaction and a teacher’s ability to help develop literacy skills, children are able to learn and make new meaning (Shedrow & Stoetzel, 2021).

Challenges to Student Learning

The challenges that teachers, parents, and students may encounter surrounding literacy development include reading for pleasure becoming less common, a lack of physical books at home, and read alouds without interaction in classrooms.
**Reading is Declining**

Despite the emotional, social, and academic benefits of reading, the act of reading physical books as a habit and for pleasure is becoming less common (Newark, 2018). As adults begin to stop reading physical books, children will not see examples of their adults reading books out of habit. Instead, children are now growing up in a world where scrolling and reading on phones is a habit. Children may grow up and out of school and stop reading books unless teachers help them to see the benefits of reading and love reading for pleasure (Newark, 2018).

**Lack of Physical Books**

Students may have a limited physical book supply at home. When schools shifted to virtual instruction due to COVID-19, many adults were concerned that children were not able to access physical books at home (Shedrow & Stoetzel, 2021). Teachers can have a large classroom library to help supplement this issue. Teachers can have a check out system in place so students can take books home. Schools and public libraries can also help supply access to books for families to check out (Millar, 2022). Even then, younger students may not have an adult available to pick up these books or to read to them.

**Read Alouds Without Interaction**

While some students may not have adults to read to them at home, teachers can read aloud to students in class. Research has found that many read alouds done by elementary teachers showcase very little discussion or correlation to a current unit of study (Shedrow & Stoetzel, 2021). Every read aloud is different and the literacy and social growth solely depends on the structure of the read aloud. A research-based read aloud lesson will yield more results than a read aloud with little preparation and forethought.
Teaching Diverse Populations

A read aloud is a tool that can be used to teach more than literacy skills. Read alouds have the ability to teach life skills, lessons, and create bonds within the classroom. Read alouds help connect two languages together for English Language Learners and can make connections through culture.

Language

In Mikel et al.’s (2017) article Engaging English Language Learners Through Interactive Read-Alouds, they explain how to use a read aloud to meet the needs of English Language Learners (ELLs). Schools in the United States are becoming more diverse, and as teachers grown in their understanding of this diversity, they have a responsibility to adjust instruction to meet this need. Teachers can use the common practice of a read aloud to help emerging bilinguals by modifying the lesson to meet these students’ needs. There should be a focus on language. This allows for an opportunity to learn vocabulary and for students to connect with classroom texts. The misconception that teachers can only highlight language with texts teaching ELL students is damaging to student learning. It must go further than that. Teachers must help connect students’ home language to the languages in the classroom. With purposeful text selection, teachers can create an environment for these connections to happen with read alouds (Mikel et al., 2017).

Culture

Purposeful text collection can also create an environment for connections to be made through culture. Utilizing students’ cultures during a read aloud lesson will “improve literacy outcomes” (Mikel et al.,2017, p. 98). Students will be able to connect with texts that they can see themselves within. Not only can a read aloud that reflects students be beneficial to learning, read
alouds that reflect cultures different than students’ own can be beneficial as well. Read alouds increase a child’s social understanding (Kozak & Recchia, 2019). Students can experience cultures and lives that they may never have. Books can be windows, mirrors, and sliding glass doors (Bishop, 1990). A window allows children to view the world from a perspective that is different than their own. A mirror allows children to see their own experiences and similarities to their own lives. Sliding glass doors allow children to enter into a world that an author has created. Reading aloud books that display alike and unlike cultures to the classroom will help them connect to the text and to experience and learn about cultures that they are not frequently exposed to, which will help increase their social understanding.

**Position Statement of the International Literacy Association**

The International Literacy Association states that it is the teacher’s responsibility to create a space and time for literacy instruction that is engaging, motivating, and that develops a love of reading (Newark, 2018). Teachers must put in effort and planning to ensure students get the most out of a read aloud. Effective read alouds include discussion that occurs between teacher and students. These are complex interactions that require planning and a thorough understanding of the text being read. An effective teacher-led read aloud can also be used as a powerful instructional strategy to help students learn to enjoy reading (Newark 2018).

**Common Core English Language Arts Standards**

The standards below come from the Common Core State Standards (*English Language Arts Standards*, 2022). They include a standard relevant to read alouds in kindergarten through sixth grade from the key ideas and details anchor to demonstrate the use of read alouds throughout the elementary grade levels.
Kindergarten: **CCSS.ELA-LITERACY.RL.K.1** With prompting and support, ask and answer questions about key details in a text.

1st Grade: **CCSS.ELA-LITERACY.RL.1.1** Ask and answer questions about key details in a text.

2nd Grade: **CCSS.ELA-LITERACY.RL.2.1** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

3rd Grade: **CCSS.ELA-LITERACY.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

4th Grade: **CCSS.ELA-LITERACY.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5th Grade: **CCSS.ELA-LITERACY.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

6th Grade: **CCSS.ELA-LITERACY.RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Read Aloud as Instructional Strategy**

Relevant literature on the topic of read alouds include structure of a read aloud, interactive read alouds, selection of the text, vocabulary selection and instruction, and digital read alouds. Despite the abundance of research regarding read alouds, the ideal format remains unclear. Recorded read aloud is a relatively new format that has little research on its effectiveness.
**Effective Read Alouds**

Effective read alouds consist of more than reading the text aloud to students. Research (Shedrow & Stoetzel, 2021) shows that providing a consistent structure to each read aloud has learning benefits to students. This includes asking questions that will extend students’ thinking or provide opportunities for students to demonstrate knowledge or new skills acquired. Teachers can scaffold and assist students in making meaning.

**Interactive Read Alouds**

Interactive read alouds are a common and research-based approach to reading to students in the classroom. An interactive read aloud takes place when a teacher reads aloud to students and scaffolds interaction with the text through discussion before, during, or after the read aloud. (Shedrow & Stoetzel, 2021). The International Literacy Association (Newark, 2018) explains that a read aloud will be most effective when it is interactive. This includes teachers asking the students questions and motivating students to participate in discussions. There must be dialogue and conversation between teachers and students to foster learning and literacy development (Shedrow & Stoetzel, 2021). Including a text-based discussion during a read aloud has been shown to make a positive difference in student learning (Santaro et al., 2008).

**Text Selection**

The selection of the text read to students has also been proven important to student learning (Shedrow & Stoetzel, 2021). Text selection includes the story, book topic, target audience, length, cost, availability, representation of diversity, text coherence, connections to other texts and top, and the medium of how the story is presented. The selection of a text must be purposeful (Newark, 2018). Teachers should choose texts that have different genres and opportunities for students to see themselves in the story as well as the opportunity to see people
different than themselves (Shedrow & Stoetzel, 2021). Children whose mothers select books for them based on research done by experts pay higher attention to others’ feelings and have a better understanding of what feelings fit what situation (Kozak & Recchia, 2019).

**Vocabulary Selection**

During a read aloud, the selection of vocabulary is also important (Santaro et al., 2008). Read alouds are a great opportunity to introduce new vocabulary words to students. During a read aloud, two to four words should be chosen for instruction. The words chosen should be practical, relevant, diverse, and compelling without changing the meaning of the text or broader understanding of the story (Santaro et al., 2008).

**Digital Read Alouds**

Shedrow and Stoetzel write about digital read alouds in the midst of COVID-19 in *Making the Move Online: Interactive Read-Alouds for the Virtual Classroom* (2021). Electronic and digital read alouds are another medium for teachers to use during instruction to present a text. The authors explain that learning that may occur from a read aloud is most impacted by how a teacher uses the read aloud, not the e-book or digital read aloud itself. For a read aloud to be the most effective, no matter the medium, it must be interactive due to meaning being made through interactive discussion (Hoffman, 2011). Engagement which is created through interaction can take place before or after the read aloud. Assigning a recorded read aloud or e-book will extend an opportunity to read but may not necessarily grow literacy skills. Interaction is crucial for growth to occur. (Shedrow & Stoetzel, 2021).

Some children show more engagement with a digital read aloud. A Canadian study showed that children 17 to 26 months old learned more words and were more engaged when reading a digital book compared to a printed book (Kueirkova, 2019). In a Dutch study
(Kueirkova, 2019), three to four years olds were more receptive to learn new vocabulary with an electronic book. Students also have more choice in what they read. Digital books help diversify book selection for students and help students find more books that align with their interests (Kueirkova, 2019).

**Gaps in the Research**

While there has been an immense amount of research regarding how read alouds are helpful for literacy growth (Newark, 2018; Santaro et al., 2008; Sénéchal, 2006), the ideal format for a read aloud is unclear (Santaro et al., 2008). As technology has advanced and COVID-19 unfolded which resulted in thousands of recorded read alouds to surface online, little research has been done to analyze the purpose of digital read alouds or whether they are as effective as an in person read aloud (Shedrow & Stoetzel, 2021).

**Summary**

Read alouds are not only a relevant tool for classroom learning, but they also have the ability to connect students to their lives at home, teach social emotional skills, as well as interpersonal skills. If used properly, read alouds allow students to see stories and characters similar and dissimilar to themselves. Additionally, COVID-19 provided a challenge to teachers: presenting read alouds to students in a virtual classroom. The read aloud was forced to evolve and now the internet is flooded with digital and recorded read alouds. While research on read alouds is abundant, research is missing on the effectiveness and use of recorded read alouds. Teachers still have access to recorded read alouds via the internet but are now back in an in-person classroom and it is unknown whether teachers still use this format as an instructional tool and how often.
Chapter III

The purpose of this study is to investigate the ways in which teachers utilize a recorded read aloud within the classroom. The intent is to determine how often teachers use a recorded read aloud, the purpose and goals of using a recorded read aloud, and the literacy skills teachers intend to develop with a recorded read aloud. This chapter describes the setting, the participants, the confidentiality procedure for this study, how data were collected, the evaluation instrument, and the methods for analyzing data.

Target Population

This study took place through an e-survey designed in Qualtrics and delivered to participants via a link distributed through a public social media account. The survey was made and distributed through Facebook™. A description of the study was provided in the original Facebook™ post, indicating the purpose of the study and a brief description of the ideal participants: current kindergarten through sixth grade teachers.

Confidentiality

Permission to conduct this study was given by the University of Arkansas Institutional Review Board. Permission to participate in this study was obtained prior to the commencement of the project and was completely voluntary. There was no reward or penalty for participating. Consent was sought from participating teachers before they completed the survey. All information was kept confidential to the extent allowed by applicable state and federal law and university policy. Confidentiality has been assured and maintained by the researcher through the establishment of a code. Each survey response was assigned a code randomly. At the conclusion of the study, the code was destroyed.
Data Collection

The purpose of this study is to determine the frequency at which teachers use a recorded read aloud, the purposes of using a recorded read aloud, and the literacy skills that are targeted using a recorded read aloud. Data were collected with a web-based survey distributed via social media to elementary and middle school teachers in kindergarten through sixth grade. A web-based survey is a “survey instrument that physically resides on a network server… that can only be accesses through a Web browser” (Jansen, et al., 2007, p. 8).

Data Collection Instruments

The data collection instrument was an online survey administered through Qualtrics. The survey included 22 total questions. There were 12 selected response questions, 7 open response questions, and 3 questions that offered both choice and open response answers.

Survey Development

The survey included items that address the research questions. The research questions include the usage frequency of a recorded read aloud, the purpose of a recorded read aloud, and why teachers choose to use a recorded read aloud or choose not to. The survey items stem from these questions (see Table 1). The survey also included items addressing the demographics of the survey participants (see Appendix A).
### Table 1

_Survey on the Utilization of Recorded Read Alouds by Teachers in Kindergarten through Sixth Grade_

<table>
<thead>
<tr>
<th>Survey Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever used a recorded read aloud?</td>
</tr>
<tr>
<td>Did you use a recorded read aloud in a virtual classroom setting?</td>
</tr>
<tr>
<td>Have you used a recorded read aloud in an in person classroom following COVID-19?</td>
</tr>
<tr>
<td>On average, how frequently do you use a recorded read aloud?</td>
</tr>
<tr>
<td>Have you used a recorded read aloud in an in person classroom following COVID-19?</td>
</tr>
<tr>
<td>On average, how frequently do you use a recorded read aloud?</td>
</tr>
<tr>
<td>Did you use a recorded read aloud in the classroom before COVID-19?</td>
</tr>
<tr>
<td>Have you used a recorded read aloud lesson to replace a print read aloud?</td>
</tr>
<tr>
<td>When presenting a recorded read aloud, do you interact with and ask your students questions?</td>
</tr>
<tr>
<td>What literacy skills have you tried to help develop with a recorded read aloud?</td>
</tr>
<tr>
<td>What social skills have you tried to develop with a recorded read aloud?</td>
</tr>
<tr>
<td>Have you assigned a recorded read aloud as homework or optional work since school has returned to in person?</td>
</tr>
<tr>
<td>Why do you use a recorded read aloud?</td>
</tr>
<tr>
<td>Where do you access recorded read alouds?</td>
</tr>
<tr>
<td>Why don’t you use a recorded read aloud?</td>
</tr>
</tbody>
</table>
Data Analysis and Reporting

When interpreting and analyzing the quantitative data from selected response questions, summary statistics were used. Qualitative data from open response items were coded and analyzed to identify themes and patterns.

Summary

The evaluation instrument was designed as a survey for teachers to share if and how they use a recorded read aloud in the classroom. The information that was collected to reveal if recorded read alouds are still relevant and being used as an instructional tool by teachers in kindergarten through sixth grade after the return to in-person instruction. The study gives teachers information on how teachers are using a recorded read aloud in an in-person classroom.
Chapter IV

The purpose of this chapter is to provide an analysis of the survey results to address the research questions. The purpose of this study is to determine the relevancy of recorded read alouds in kindergarten through sixth grade classrooms and the purposes in which teachers use them. The Qualtrics electronic survey was linked within a public Facebook™ post and was available between December 30th, 2022, to January 18th, 2023. The post was shared by different accounts, reaching new audiences. The participants for this study consisted of 18 teachers who voluntarily completed the survey.

Participants

The survey collected 18 total responses from kindergarten through 6th grade teachers. Of the participants, 2 identify as male and 16 identify as female (See Figure 1).

Figure 1

Gender Demographics of Survey Participants

Of the 18 participants, 15 are Caucasian, 1 African American, 1 Hispanic/Latinx, and 1 reported two races as Native American and Caucasian (See Figure 2).
The participants reside in five different states however 14 of the teachers live and work in school districts in Arkansas. The other four participants teach in Indiana, Texas, Connecticut, and Tennessee (See Figure 3).
The survey collected responses from participants with a range of adult ages. Of the participants, eight are ages 21 through 30, two participants are ages 31 through 40, five participants are ages 41 through 50, one participant is age 51 through 60, and two participants are ages 61 through 70 (See Figure 4).

**Figure 4**

*Age Demographics of Survey Participants*

The survey collected responses from teachers with a variety of years of experience. Out of the 8 participants, 7 have been teaching 1-5 years, 2 have been teaching 6-10 years, 3 have been teaching 11-20 years, 5 have been teaching 21-30 years, and 1 has been teaching for over 30 years (See Figure 5).
When asked what grade each participant teaches, there were 27 responses due to some teachers teaching multiple grades. The responses included 7 participants teach kindergarten, 2 teach 1\textsuperscript{st} grade, 3 teach 2\textsuperscript{nd} grade, 4 teach 3\textsuperscript{rd} grade, 3 teach 4\textsuperscript{th} grade, 5 teach 5\textsuperscript{th} grade, and three teach 6\textsuperscript{th} grade (See Figure 6).
Out of the 18 participants, 11 of the teachers teach in a self-contained classroom where the students are taught by a teacher who is responsible for teaching several subjects while 7 of the teachers are departmentalized. These subjects include special education, science, social studies, reading, writing, morphology, theatre, advisory, and English to speakers of other languages.

**Quantitative Data**

The quantitative data came from survey questions that gave selected responses for participants to choose from.

**Frequency**

Out of 18 participants, all of them have used a recorded read aloud in their classroom. Before COVID-19, however, only 10 out of the 18 participants have used a recorded read aloud in the in-person classroom. Following COVID-19, 17 of the participants have used a recorded read aloud in-person. Of the 18 teachers, 14 of them have used a recorded read aloud in a virtual...
setting. The number of participants that have used a recorded read aloud increased after COVID-19 (See Figure 7).

**Figure 7**

*Participants use of Recorded Read Alouds Before COVID-19, in a Virtual Setting, and In-Person After COVID-19*

Participants were given five options when asked how frequently they use a recorded read aloud within their classroom. A frequency of less than once a month had 4 responses. A frequency of once a month had 2 responses. A frequency of once every few days had 4 responses. A frequency of once a week had 3 responses. A frequency of multiple times a week had 5 responses (See Figure 8).
Replace Print Read Aloud

Out of the 18 participants, 12 said that they have used a recorded read aloud to replace a print read aloud (See Figure 9).

Figure 9

Participants That Have Replaced a Print Read Aloud with a Recorded Read Aloud
When asked if they interact with and ask students questions during a recorded read aloud, 13 participants answered yes and five participants said sometimes and zero said no (See Figure 10).

**Figure 10**

*Participants Usage of Interaction During a Recorded Read Aloud*

![Pie chart showing interaction during a recorded read aloud: 72% sometimes, 28% use interaction during a recorded read aloud.]

**Literacy Skills**

Participating teachers indicated that vocabulary and comprehension are the most prevalent skills they use a recorded read aloud to teach, with 17 teachers using a recorded read aloud to develop vocabulary skills and 16 of the participating teachers using a recorded read aloud to develop comprehension skills. The development of fluency skills using a recorded read aloud was selected as an answer by 5 participating teachers. Participants were able to select multiple answers (See Figure 11).
Participants were given an option to write the literacy skills they may develop using a recorded read aloud. The responses included sentence structure, sequence, cause and effect, phonics, and schema and each of these responses were only reported one.

**Qualitative Data**

The qualitative data for this study came from survey questions that required an open response from participants. The survey revealed patterns in the purposes of using a recorded read aloud as developing social skills, providing virtual work, student enjoyment, modeling, differentiation, providing instruction for English language learners, and unavailability of the print copy.

**Social Skills**

Read alouds are often used to develop the social emotional skills among students. Social Emotional Learning (SEL) focuses on self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Xu et al., 2023, p. 85).
Kindness. For six teachers, kindness is a social skill that they want to develop with a recorded read aloud. Kindness is the capability to understand other people’s emotions and the ability to sympathize (Kozak & Recchia, 2019).

Regulation. The hope to develop regulation strategies was written about by six teachers. Regulation is “the ability to take in stimuli and manage emotional and behavioral responses accordingly” (Souers & Hall, 2018, p. 151). Teachers wrote they use a recorded read aloud to teach “patience”, “self-esteem”, “patience, following directions, manners, respect”, “emotional regulation” and “sitting still”. One teacher said that they use a recorded read aloud to “[maintain] attention during a read aloud”.

Collaboration. Collaboration is “the uniting of two or more organizational points of view” (Ravid & Slater, 2010, p. 1). Promoting opportunities for collaboration was written about by five teachers. Teachers wrote that they use a recorded read aloud to develop partner talk, collaborative speaking, question and answering, cooperation, collaboration, and think pair share.

Content. Listening skills was a goal expressed by five teachers. Speaking and listening are both comprehension and collaboration skills. Comprehension and collaboration are standards in the Common Core English Language Arts Standards. An example includes “evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas (English Language Arts Standards, 2022).

Social Understanding. Social understanding is what allows relationships between others to occur (Kozak & Recchia, 2019). Social understanding is a skill the three teachers wrote about wanting to develop with a recorded read aloud. This included “recognizing social skills”, “social stories for different life situations”, and teaching international students and “[hitting] every social skill”.

Diversity. Only one teacher said that they use a recorded read aloud to teach about diversity. Diversity are the differences and variety in language, culture, race, ethnicity, gender, social class, and more (Scarino, 2022, p. 2). Teachers can select text and aid students in making these connections and discoveries occur through seeing people and stories both similar and different that themselves in order to increase social understanding.

Purpose of Recorded Read Alouds

Participants were asked to write about their purpose in using a recorded read aloud. The next section describes themes and patterns found in these responses including providing virtual work, increasing student enjoyment, providing modeling, providing differentiation, instruction for English Language Learners, unavailability of print copies, and social emotional learning.

Virtual Education. Virtual Education is “instruction during which students and teachers are separated by time and/or location and interact via computers and/or telecommunications technologies” (National Center for Education Statistics, 2006, p. 1) One of the purposes of using a recorded read aloud for instruction by five participants was due to virtual education and the barrier of teachers and students unable to be together. One teacher indicated that they used them specifically during the COVID-19 pandemic, stating “I used it during COVID to help virtual students learn music vocabulary.” The other teachers indicated that they assign a recorded read aloud during times when students cannot be in the in-person classroom. One teacher explained, “I have used recorded read aloud many times during AMI days, when weather causes the school to pivot to online work.”

Enjoyment. Enjoyment by students was a reason that six teachers use a recorded read aloud. In this study, enjoyment means that students are enjoying the read aloud (Newark, 2018). One teacher wrote that “they absolutely LOVE it.”
Modeling. For two teachers, a purpose of using a recorded read aloud is to provide modeling. Modeling is “providing a model of fluent reading” (Stevens & Vaughn, 2017, p. 1). One teacher wrote that “this helps to reinforce their reading skills by listening to the text being read fluently and with the pronunciation of vocabulary.”

Differentiation. Differentiation is “an approach to teaching in which teachers proactively modify curricula, teaching methods, resources, learning activities, and student products to address the diverse needs of individual students and small groups of students to maximize the learning opportunity for each student in a classroom” (Deunk, et.al., 2018, p. 31). This was a purpose identified by two teachers. One wrote that “due to the number of IEP’s and 504’s that require read alouds as an accommodation, I offer it to all my students”. The other teacher described her purpose as to “support various learning styles.”

English Language Learners. One teacher wrote that their purpose of using a recorded read alouds is to support English Language Learners. English language learners are students identified as learning the English language as their second language who are not fluent yet (Mikel et al.,2017). With purposeful text selection, teachers can create an environment for these connections to happen with read alouds (Mikel, Dunston, & Butler 2017). The teacher explained that “students who are speakers of other language understand English before they can read it.”

Print Copy Unavailable. Out of 18 teachers, 8 explained that their purpose for using a recorded read aloud is often that they print read aloud is unavailable. One teacher explained, “I use a recorded read aloud when I am unable to find the text in hard copy.” This means that the teacher does not have access to the physical copy and they are able to find a recorded read aloud of the desired book.
Social Emotional Learning. Social Emotional Learning (SEL) focuses on self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Xu et al., 2023, p. 85). Some schools and districts have an assigned time of the day for a pre-planned social emotion learning lesson for students. One teacher wrote “sometimes our school will use it as part of a SEL lesson and lessons/PowerPoint have been premade and give to us in a recorded read aloud format”.

Summary

This chapter presented data collected to describe the frequency and the purpose of utilizing a recorded read aloud in kindergarten through sixth grade classrooms. Quantitative and qualitative data were discussed that provided evidence that teachers are currently using recorded read alouds in the classroom for a variety of different purposes. The next chapter offers conclusions, limitations, implications, and recommendations for educators and future research based on the findings of this study.
Chapter V

Due to an increase in recorded read aloud becoming accessible via the internet, the recorded read aloud is a new tool for literacy instruction. This chapter describes the major findings in the results of the study to determine the frequency and the purposes of utilizing a recorded read aloud by teachers in kindergarten through sixth grade classrooms. The study was conducted through an online survey administered through Qualtrics on the frequency and purposes in which teachers utilize a recorded read aloud and collected responses from 18 participants. The chapter provides explanations for major findings, a discussion of significance, implications, limitations, recommendations for future research, and a conclusion.

Overview of Findings

The goal of this study was to determine the purposes and frequency of use of recorded read alouds by teachers in kindergarten through sixth grade? The findings outline topics such as frequency, interactivity, literacy skills, social emotional learning, English language learners, virtual education, enjoyment, differentiation, print copy availability, and diversity.

Frequency

In the survey, teachers were asked how frequently they have used recorded read alouds in their in-person classroom following COVID-19. The study found that out of the sample taken, kindergarten through sixth grade teachers are using recorded read alouds in their in-person classrooms following COVID-19. The usage of recorded read alouds within the classroom have risen since the Pandemic began and continued to rise further since it ended. The frequency of the usage of recorded read alouds within the classroom vary by teacher. Of 18 respondents, 5 teachers use a recorded read aloud multiple times a week, 4 teachers use them less than once a month.
Interactivity

Despite the literature regarding read alouds proclaiming the importance of teacher-student interaction taking place during the read aloud (Newark, 2018), some teachers reported that this interaction only takes place some of the time during a recorded read aloud. Not only did the literature state that an interactive read aloud with students is crucial for students to get the most out of a read aloud, but it is also one of few things on which there is consensus (Hoffman, 2011; Newark, 2018) on regarding how it should be used as an instructional tool for students.

Literacy Skills

The most prevalent literacy skills teachers hope to develop using a recorded read aloud included vocabulary and comprehension. This study does not explore whether these literacy skills were achieved by students. The study only explores the purposes in which teachers use recorded read alouds. Research (Newark, 2018) has shown that even without instruction, reading to a child can increase their vocabulary and expose them to oral language. Even more, effective read aloud instruction can develop vocabulary, comprehension, and even more (Newark, 2018).

Social Emotional Learning

The data revealed that the development of social skill, or social emotional learning (SEL), is a common purpose of using a recorded read aloud. Read alouds can develop a child’s social understanding (Kozak & Recchia, 2019). Students can learn about people, lives, and cultures different than their own. Teachers are using recorded read alouds to teach these social skills.

English Language Learning

While only one teacher wrote that they use recorded read alouds for their English Language Learners, the research supports using an interactive read aloud to meet the needs of
English Language Learners (Mikel et al., 2017). According to the participating teacher, “students who are speakers of other languages understand English before they can read it.” Teachers can modify the traditional live read aloud lesson with the use of a recorded read aloud to differentiate and meet the needs of the English Language Learners.

**Virtual Education**

Many teachers are using a recorded read aloud to teach virtually. This is due to a student missing school or schools’ transitions to an alternative method of instruction due to weather. If the teacher cannot physically read a book live, teachers often assign recorded read alouds through virtual instruction.

**Enjoyment**

Teachers are using a recorded read aloud simply due to student enjoyment. Research shows that read alouds increase students’ excitement for reading (Shedrow & Stoetzel, 2021). A recorded read aloud is providing enjoyment through literature. Read alouds also can develop a love for reading (Shedrow & Stoetzel, 2021). Teachers are building this foundation enjoying reading through recorded read alouds.

**Differentiation**

Only two teachers indicate they use a recorded read aloud to differentiate instruction to meet the students’ needs. The research shows that teachers can use read alouds to meet the needs of different students. Schools are becoming more diverse, and there is a need to differentiate as the students have different needs. It is the teacher’s responsibility to adjust their instruction to meet these needs (Mikel et al., 2017), and this is what two teachers reported as one of their purposes of using a recorded read aloud.
Print Copy Availability

Almost half of the participants, 8 total, indicate they often select a recorded read aloud due to not having access to the print copy. The text selection of a read aloud is important to student learning (Shedrow & Stoetzel, 2021). The selection of the text also must have a purpose (Newark, 2018).

Diversity

Diversity was not a theme found in the survey data. Only one teacher indicated that they use a read aloud to talk about and bring diversity into the classroom. The literature says that using students’ backgrounds and cultures can increase literacy development and also that connection with texts different form their own lives is beneficial for students as well. Utilizing students’ cultures during a read aloud lesson will “improve literacy outcomes” (Mikel et al., 2017).

Discussion of Significance

The significant findings in this study include results over frequency, interactivity, diversity, print copy availability, enjoyment, and English language learning.

Frequency

The results of this study indicate that over the past few years, there has been an increase with the use of recorded read alouds for literacy instruction. Participants indicated that before COVID-10, 10 out of the 18 had used a recorded read aloud. After COVID-19, 17 out of 18 have used a recorded read aloud in their in-person classroom. Recorded read alouds are more relevant now than they were before COVID-19 took place. During virtual learning during the COVID-19 pandemic, recorded read alouds became more relevant and functional than a print read due to
school being held virtually. Out of the 18 participants, 14 have used a recorded read aloud in a virtual classroom. Now that the pandemic is ending and schools are in person, the recorded read aloud has stuck around as an instructional tool used by teachers, with its frequency of use higher than before the pandemic occurred. The occurrence of both COVID-19 and virtual learning have changed literacy instruction in the in-person classroom. Recorded read alouds are more relevant now than they were when COVID-19 took place.

**Interactivity**

The data shows that during a recorded read aloud, the instruction is not always interactive. The research shows that read alouds will be most effective when it is interactive (Newark, 2018). There must be discussion between teachers and students and students to promote learning and develop literacy skills (Shedrow & Stoetzel, 2021). According to Vygotsky’s social culture theory in the psychology community, learning and development come from social interaction (Shabani, 2016). If students are not receiving this social interaction during a recorded read aloud or a live read aloud, they may be missing out on learning and literacy development.

**Diversity**

Books and read alouds give teachers the opportunity to be windows, mirrors, and sliding glass doors (Bishop, 1990). These are views into worlds that may be similar or different than our own. This was not a common theme found in the survey data, but a theme relevant to literature. Teachers have a true opportunity to introduce students to books like and unlike their own lives. Helping students connect to these kinds of texts will help increase their social understanding, which was a theme found in the data. Using students’ backgrounds and cultures and being able to connect with the text will increase literacy outcomes (Mikel et al., 2017). This is a missed
opportunity for more learning, especially due to the abundance of different recorded read alouds that are accessible via the internet.

**Print Copy Availability**

Teachers are prioritizing the selection of a text over a live read aloud. A common theme found in the data is that teachers are opting to use a recorded read aloud when they do not have access to the print copy. The selection of a read aloud text is important for student learning (Newark, 2018) and teachers are focusing on the purpose of the text while using recorded read alouds. There is an abundance of different texts in different genres on the internet through the recorded read aloud format that allow opportunities for students to see themselves in the story as well as the opportunity to see people different than themselves (Shedrow & Stoetzel, 2021). Teachers now have access to many more read alouds via recorded read alouds posted to the internet than they do in their own classrooms and they are using these resources to supplement their own classroom libraries.

**Enjoyment**

Enjoyment from students is another common theme for the purpose of using a recorded read aloud. The more students are exposed to reading and enjoy it, the more likely they are to read for pleasure and continue to read throughout their lives (Kozak & Recchia, 2019). Teachers are opting for a read aloud format that students enjoy, which could lead to becoming a reader for life.

**English Language Learning**

The literature says that connecting students’ first language to language in the classroom is incredibly helpful with their literacy development (Mikel et al., 2017). Teachers can help create this environment by choosing appropriate texts and recorded read alouds offer more options to
make these connections due to the abundance of text options on the internet. One teacher reported using a read aloud in this way. More teachers could be using this to help their ELL’s and provide alternative forms of instruction.

**Implications**

Recorded read alouds now have a place in the classroom. Their relevance and popularity are higher than ever, but there has not been any research on its effectiveness in developing literacy or social emotional skills compared to a print read aloud. There has also not been research on the most effective way to use a recorded read aloud in the classroom. Teachers are using a method of instruction that has not been studied for effectiveness. This could hinder students if a recorded read aloud is not as effective as a live read aloud. The research that has been done regarding the literacy skills developed with a read aloud without instruction was completed with live read alouds (Newark, 2018). Teachers and administrators do not know whether recorded read alouds develop skills less, the same as, or more than a live read aloud. There is no literature or research on its effectiveness.

While there has not been research done on the effectiveness of a recorded read aloud, researchers (Shedrow & Stoetzel, 2021) have said that the amount of learning that can come from a read aloud is the way in which a teacher uses it, and not the e-book or digital read aloud itself. While these researchers are not specifically talking about recorded read alouds, the way in which a teacher uses a recorded read aloud is what is most important. The fact that it is recorded may be irrelevant, however, there is no research on this. If the recorded read aloud is interactive, it make be more effective (Hoffman, 2011) and engagement will be created through this interaction. Students being assigned a recorded read aloud will expose them to reading but it may not necessarily grow literacy skills unless teachers are using the recorded read aloud to do so.
Assigning a recorded read aloud or e-book will extend an opportunity to read but may not necessarily grow literacy skills. While teachers stated that they use recorded read alouds to primarily develop vocabulary and comprehension skills, when asked what their purposes were in using a recorded read aloud, only 5 teachers said that they use it to develop a literacy skill or to differentiate for literacy instruction.

Due to all 18 participants reporting that they are using recorded read aloud, there are some benefits which include more opportunistic text selection, print copy unavailability, and student enjoyment. Teachers can be more selective in choosing a text for a read aloud due to having access to more books through the internet. If they wish to select a text they do not have, they can find it through a recorded read aloud through the internet. If students are enjoying recorded read alouds, this could be promoting a love of reading through recorded read aloud version of books.

**Limitations**

There are limitations and drawbacks to using a web-based survey (Jansen, et al., 2007). These include security issues that could threaten the validity of the survey, no true control over the sample, and biases in the sample. Due to the nature of the study, participants were trusted to answer truthfully. A survey risks authenticity due to participants being able to answer the survey with answers that may not be factual. Additionally, anyone could claim to qualify for the survey and take it. The participants who filled out the survey were able to complete the survey with their own volition and could answer in whichever way they wanted. This could produce a bias in the samples.

Another limitation of this study was the number of survey responses. There were only 18 complete survey responses. More participants could have resulted in even more patterns being
found in the purposes and frequencies of the use of a recorded read aloud by teachers in kindergarten through sixth grade.

Many of the participants reside and teach in the same state. Out of 18 participants, 14 reside and teach in Arkansas. A more diverse sample size of participants could have revealed different uses of a recorded read aloud. This study only offers a small window into the use of recorded read alouds in a specific region of the United States.

Every participant in this study responded that they have used a recorded read aloud. The majority, 17 out of the 18 participants have used a recorded read aloud in their in-person classroom following COVID-19. The topic of the study could have drawn teachers who use a recorded read aloud to take the survey.

Recommendations

The analysis of the data along with existing research and literature results in recommendations for educators and future research.

Recommendations for Educators

The survey data show that teachers are frequently using recorded read alouds in their classroom. The literature shows that there has not been any research about the effectiveness of a recorded read aloud in regard to developing literacy skills or social emotion learning. Teachers must keep in mind the lack of research. Research recommends that teachers use interaction with a recorded read aloud due to it being a research-based approach when conducting a read aloud (Newark, 2018). Teachers can follow research-based instructional practices when using an instructional tool that has not been researched. The International Literacy Association (Newark, 2018) states that a read aloud will only be effective when it is interactive. This includes teachers asking the students questions and motivating students to participate in discussions (Newark,
Dialogue occurring between teachers and students, and students and students helps foster the most learning and literacy development (Shaban, 2016). When students engage in sophisticated conversation, oral language and listening comprehension skills can be developed (Shedrow & Stoetzel, 2021). These conversations can be facilitated with a recorded read aloud.

Due to the amount of recorded read alouds accessible on the internet, and the research explaining the benefits of bringing diversity in the classroom through read alouds, teachers can use recorded read alouds to their benefit in this way. Teachers can explore more recorded read aloud options on books that cover cultures and lives from around the world.

**Recommendations for Researchers**

While the data shows that teachers may not be interactive during a recorded read aloud, more research could be done on how teachers are utilizing a live read aloud in the classroom in a post-covid world. Some ideas that could continue to be explored include the relevancy and frequency in elementary classrooms in a post-COVID world, the differing purposes teachers may have to use a recorded read aloud and a live read aloud, and the differing effectiveness of the two instructional tools for different instructional content such as Social Emotional Learning and literacy skills.

Research must be done on the effectiveness of recorded read alouds in developing literacy skills and social emotional learning. Studies need to be completed on examining and recorded read alouds effectiveness compared to a live read aloud and the negative implications that a recorded read aloud could have, such as an increase in screen time in the classroom and its implications. More research could also be done on whether a recorded read aloud with a purpose of teaching a social emotional skill needs interaction in order to produce learning. This research
needs to be done as soon as possible due to the recorded read aloud being a common literacy and social emotional learning tool in classrooms.

This survey could be completed again to be improved and to gather more data from elementary teachers. The survey could be administered by researchers across the United States, to get a more diverse sample. The survey could also be conducted via interviews to gather more data from specific teachers. The survey could explicitly ask teachers to write out if and what literacy skills they use to develop with a recorded read aloud, and what their primary purposes of using recorded read aloud are. Due to the survey in this study, teachers may not have written out literacy as a purpose due to an earlier question.

Another method of research that could be completed is a case study on a specific school and that school’s usage of recorded read in classrooms. The results may be more truthful and authentic, but the sample would only come from school.

Conclusion

This research aimed to discover the frequency of usage of a recorded read aloud by teachers in kindergarten through sixth grade classrooms and the purposes of its use. Based on quantitative and qualitative analysis of the survey results, it can be concluded that the frequency of use of recorded read alouds in elementary classrooms increased during and after the COVID-19 pandemic. Recorded read alouds are more prevalent in elementary classrooms in 2023 than they were in 2019. The most common purposes of using a recorded read alouds include social emotional learning (SEL), virtual education, student enjoyment, print copy availability, and vocabulary and comprehension skill development. Recorded read alouds have become abundantly more available to teachers via the internet and they are being used to replace a print read aloud more frequently following COVID-19. Recorded read alouds are being used in
classrooms as an instructional tool, and there is no research on the impacts and effects on students’ literacy development or social emotional learning (SEL) skills. More research must be done on the effects of using a recorded read aloud as long as it continues to be a common form of literacy instruction. Teachers should consider the research on the most effective ways to conduct a read aloud lesson and use those researched practices when using a recorded read alouds due to it being a new instructional tool. The benefits of a recorded read aloud are being able to expose students to a read aloud during virtual education, a more diverse selection of books, and using the recorded read aloud to differentiate instruction for students with different needs. This study has confirmed the assumption that teachers are using recorded read alouds more frequently and highlighted the need for more research to be completed on its effectiveness as an instructional practice.
References


doi:http://dx.doi.org/10.1080/2331186X.2016.1252177


Appendix A

Survey Questions

Have you ever used a recorded read aloud?
Did you use a recorded read aloud in a virtual setting?
Have you used a recorded read aloud in an in-person classroom following COVID-19?
On average, how frequently do you use a recorded read aloud?
Did you use a recorded read aloud in the classroom before COVID-19?
Have you used a recorded read aloud lesson to replace a print read aloud?
When presenting a recorded read aloud, do you interact with and ask your students questions?
What literacy skills have you tried to help develop with a recorded read aloud?
What social skills have you tried to develop with a recorded read aloud?
Have you assigned a recorded read aloud as homework or optional work since school has returned to in person?
What do you use a recorded read aloud?
Where do you access recorded read alouds?
Why don’t you use a recorded read aloud?
Where do you access recorded read alouds?
Why don’t you use a recorded read aloud?
What city and state do you teach in?
What school and school district do you teach in?
What grade do you teach?
Do you teach in a self-contained classroom or are you departmentalized?
What subject/s do you teach?
How old are you?

How many years have you been teaching?

What is your race?

What gender do you identify as?
Appendix B

IRB Approval Letter

To: Kira Hart
From: Douglas J Adams, Chair
    IRB Expedited Review
Date: 10/14/2022
Action: Exemption Granted
Action Date: 10/14/2022
Protocol #: 2209421174
Study Title: The Utilization of Recorded Read Alouds by Teachers in Grades Kindergarten through Sixth

The above-referenced protocol has been determined to be exempt.

If you wish to make any modifications in the approved protocol that may affect the level of risk to your participants, you must seek approval prior to implementing those changes. All modifications must provide sufficient detail to assess the impact of the change.

If you have any questions or need any assistance from the IRB, please contact the IRB Coordinator at 109 MLKG Building, 5-2238, or irb@uark.edu.

cc: Christine R Ralston, Investigator
Appendix C

Coded data for why do you use a recorded read aloud?

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### Appendix D

**Coded Data for what social skills have you tried to develop with a recorded read aloud?**

<table>
<thead>
<tr>
<th>Code</th>
<th>Social Emotional Learning</th>
<th>Virtual Education</th>
<th>English Language Learners</th>
<th>Modeling</th>
<th>Enjoyment</th>
<th>Differentiation</th>
<th>Do not have print copy</th>
<th>Supplemental Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I used during COVID to help virtual students learn music</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>I also use them sometimes during teach time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Time management</td>
</tr>
<tr>
<td>3</td>
<td>This helps to reinforce their reading skills by listening to the text being read fluently and with the pronunciation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Due to the number of SPED and ELL students in our school, I sometimes have to use recorded read alouds as an accommodation. When I don’t have a physical copy of a book, I use them when I don’t have a copy of the actual book.</td>
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</tr>
<tr>
<td>5</td>
<td>Sometimes are school will use it as part of a SEL, lesson and lessons/PowerPhy of have been.</td>
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</tr>
<tr>
<td>6</td>
<td>Required for advisory at times.</td>
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</tr>
<tr>
<td>7</td>
<td>Only for make up work. Feel free reading is always best.</td>
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</tr>
<tr>
<td>8</td>
<td>For the reading I always had during AMI days, when weather causes the school to pivot to online work.</td>
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<td></td>
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</tr>
<tr>
<td>9</td>
<td>More often than not, I use a recorded read aloud when I am unable to find the text in hard copy.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>When district required books are not available at the library and/or provided by the district.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Virtual days</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Can’t find the actual book</td>
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<td></td>
</tr>
<tr>
<td>13</td>
<td>Students are sometimes more engaged to a video, often easier for students to see the picture for a discussion.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Time to prepare for the next part of the lesson, voice being played, need to pull a student to discuss something.</td>
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</tr>
<tr>
<td>15</td>
<td>When a student can’t be in person and we are using the text.</td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Students who are speakers of other languages understand English before they can read it.</td>
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</tr>
<tr>
<td>17</td>
<td>It’s also wonderful for them to hear it modeled often.</td>
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<td></td>
</tr>
<tr>
<td>18</td>
<td>I use recorded read aloud for student engagement purposes.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>If don’t have a particular book I can find it as a recorded read aloud</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Appendix E

Coded Data for where do you access recorded read alouds?

<table>
<thead>
<tr>
<th>Code</th>
<th>Streaming/Website</th>
<th>Colleague</th>
<th>Made themselves</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Vooks or YouTube</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>sometimes find them on YouTube</td>
<td></td>
<td>I usually make them myself</td>
</tr>
<tr>
<td>5</td>
<td>YouTube</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>YouTube</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>YouTube</td>
<td></td>
<td>sometimes it's being read by another teacher in our school, or it has been pre recorded by our team while schools were shut down during covid-19 or snow days.</td>
</tr>
<tr>
<td>8</td>
<td>YouTube</td>
<td>Colleagues</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Epic or RazKids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I use YouTube, Teacher Tube,</td>
<td></td>
<td>read alouds linked in google classroom libraries made from other educators.</td>
</tr>
<tr>
<td></td>
<td>YouTube channels I trust, Bookflix</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>YouTube or Readworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>YouTube and Safeshare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>EdPuzzle, Kids A-Z, and ReadWorks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>YouTube, Vooks, Central Arkansas</td>
<td>Library system</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I also use YouTube,</td>
<td></td>
<td>self created</td>
</tr>
<tr>
<td></td>
<td>Storybook Online is fabulous.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Little Fox website, YouTube</td>
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<td></td>
</tr>
<tr>
<td>18</td>
<td>Youtube</td>
<td></td>
<td></td>
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</tbody>
</table>
Appendix F

*Coded Data for what subject/s do you teach?*

<table>
<thead>
<tr>
<th>Code</th>
<th>Departmentalized</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SPED reading, writing, math, and adaptive behavior</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Science and Social Studies</td>
</tr>
<tr>
<td>5</td>
<td>Reading, Writing, Morphology</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Theatre, Advisory</td>
</tr>
<tr>
<td>9</td>
<td></td>
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<tr>
<td>10</td>
<td></td>
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<tr>
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<td>13</td>
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<td>14</td>
<td></td>
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<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>English to Speakers of Other Languages</td>
</tr>
<tr>
<td>17</td>
<td>Resource (Special Education)- reading/math</td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>