

# Investigating High School Students' Self-Efficacy in Reading Circles

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The purpose of this quasi-experimental longitudinal study is to investigate the effects of EFL reading circles on Japanese high school students' reading self-efficacy and reading anxiety. The participants ( $N = 316$ ), first-year students at a Japanese coeducational high school, participated in regular reading circles over the course of one academic year. Quantitative data were collected through questionnaires measuring reading self-efficacy, reading anxiety, and attitudes towards reading circles. A repeated-measures analysis of variance (ANOVA) was performed to evaluate changes in reading self-efficacy and anxiety. Reading self-efficacy was shown to improve significantly over the course of the academic year, while reading anxiety significantly decreased. Reasons for these changes are discussed.

この特定の被験者に対する縦断的実験研究の目的は、日本の高校生  
の英文読解に対する自己効力感と不安感に、EFLリーディングサークルが  
どのような効果をもたらすかについて調査することである。316人の被験者  
は日本の男女共学の高校一年生であり、1年間を通して定期的なリー  
ディングサークルに参加した。定量的データは、読解における自己効力感、  
不安感、そしてリーディングサークルに対する態度を測る質問票から集計  
されたものである。読解に対する自己効力感と不安感の変化を評価する  
ために反復測定分散分析 (ANOVA) が行われた。1年の間に、読解に対  
する自己効力感は有意に向上し、不安感は有意に減少した。本稿では、こ  
ういった変化の理由についても論じている。

A great deal of research in reading motivation and English as a Foreign Language (EFL) supports the development of reading programs, yet they are not commonplace in Japanese high schools. Despite the push from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) to include programs reflecting principals in Communicative Language Teaching (CLT) (Tahira, 2012), many reading programs in high schools remain rooted in more traditional teaching methods, such as direct translation of texts or intensive reading for the purpose of preparing for university entrance examinations.

The reading treatment in this study, regular reading circles as part of first-year communication classes in a Japanese high school, was implemented as a way to address the lack of consistency between

national education guidelines and in-class activities. It was also a way of operationalizing the school's mandate to include more leadership training and autonomy through cooperative learning. Therefore, the purpose of this study was to investigate the students' motivational and behavioral changes towards reading as a result of introducing reading circles in the class.

## Literature Review

### *Reading Circles in Language Education*

Reading circles, also referred to as literature circles, were first adapted in language arts classrooms in the United States. Daniels (2002) describes reading circles as "small, peer-led discussion groups whose members have chosen to read the same story, poem, article or book" (p. 1). Structured as a cooperative learning activity, students interact and discuss from the viewpoint of their individual role within the group. Initial guidelines introduced by Daniels (2002) promoted student autonomy in leading discussions and advised teachers to become facilitators in the classroom. This approach allows students to develop their interpretive skills in reading and their ability to approach texts from different perspectives while encouraging conversations about reading materials. In adapting the activity for EFL students in Japanese universities, Furr (2007) proposed modifying Daniels' guidelines for EFL learners, specifying that teachers should select reading materials so as to better match students' reading levels and that post-reading circle discussions can involve some language teaching activities to clarify parts of the story or facilitate discussion in the L2.

The roles in reading circles help learners explore different perspectives in reading text. Although there are variations in how to perform or divide these roles, the reading circles in this study were comprised of five roles: the discussion leader, the summarizer, the connector, the word master, and the passage person (Furr, 2007). The discussion leader directs the group discussion and makes sure

# Selfefficacy Raising The Bar For All Students

**Dagmara Gałajda**



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*Self-Efficacy* Joann Eisenberger, Joanne Eisenberger, Marcia Conti-D'Antonio, Robert Bertrando, 2005 First Published in 2005 Routledge is an imprint of Taylor Francis an informa company

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The Oxford Handbook of Positive Psychology and Disability Michael L. Wehmeyer, 2013-09-19 This handbook is the first comprehensive text on positive psychology and disability Emphasizing paradigmatic changes in understanding disability the text covers traditional disciplines in positive psychology and applications of positive psychology to domains like education or work

The Handbook for Developing Supportive Learning Environments Teddy Holtz- Frank, 2013-09-27 This book provides practical strategies and guidelines to improve student success and develop supportive learning environments It is geared for school administrators teachers trainers business and organizational leaders community organizers faith based leaders and all those who work to improve schools The easy to use tools can be applied to initiatives already underway in your school such as No Child Left Behind Mandates School Improvement Grants Title I Programs and Teacher Education and Mentoring Programs

**Professional Learning from Classroom-Based Inquiries** Jyoti Rookshana Jhagroo, Patricia Martha Stringer, 2023-09-29 This book provides authentic practice based inquiries by pre service teachers Their reflective narratives showcase their individual inquiries as they navigated their self chosen professional learning journeys through the teaching as inquiry framework The narratives advance what it means to be a reflective practitioner in practice and highlight necessary dispositional skill sets to attain valuable professional learning through inquiry Through an inquiry stance pre service teachers are liberated from being knowledge consumers to local knowledge producers relevant to their practice The dissonance this shift creates negates the comfortable doing of teaching to make the act of teaching authentic relevant and powerful

*Classroom Motivation from A to Z* Barbara R. Blackburn, 2013-07-23 This book focuses on basic strategies you can integrate into everyday instruction in every subject area and across grade levels It shows teachers how to motivate and engage students The practical examples in this book make it easy for you to apply these strategies in your own classroom It presents lively stories about how teachers help their students succeed You ll meet teachers of all types from preschool to high school and you ll hear the voices of real students Companion Study Guide Available

Continuing to Engage the Online Learner Rita-Marie Conrad, J. Ana

Donaldson,2012-07-18 Continuing to Engage the Online Learner Contributing to both the theoretical and practical literature Continuing to Engage the Online Learner expands on the work of Conrad and Donaldson s bestselling Engaging the Online Learner This next step resource introduces a new phase to their proven model the Phases of Engagement and addresses a wide range of online and hybrid learning environments technology tools and communication styles Comprehensive in scope the book provides an introduction to the theory of engaged learning and its design assessment and management in online and blended learning environments and describes the types of activities that motivate the online learner in each phase of engagement This down to earth resource also includes 50 new and illustrative activities paired with each phase of engagement In Continuing to Engage the Online Learner Rita Marie Conrad and J Ana Donaldson provide relevant and theoretically sound information to enhance teaching and engage learners offering a practical handbook for instructors Conrad and Donaldson have done it again Not only have they presented a solid and useful discussion of the phases of engagement they have brought the theory alive through the presentation of practical activities that would work well in any online or hybrid course Rena Palloff faculty Fielding Graduate University and author The Excellent Online Instructor

*Classroom Instruction from A to Z* Barbara R. Blackburn,2013-07-23 This book presents strategies you can integrate into everyday instruction in every subject area and across grade levels It shows teachers how to motivate and engage students with instructional strategies that promote learning There are 26 chapters in this book one for each of the letter of the alphabet The practical examples make it easy to implement these strategies **Self-instruction Pedagogy** Dennis E. Mithaug,Deidre K. Mithaug,2007 This book describes a method of teaching that fosters autonomous learning in all students including students with disabilities The pedagogy is based on decades of research on strategy instruction as well as on a theory of learning that claims these four conditions promote self determined learning in all learners 1 opportunities to choose expectations for gaining something from a learning challenge 2 strategies that regulate responses to meet those expectations 3 comparisons between results and expectations that provoke additional adjustment in expectations and responses and 4 persistent engagement and adjustment until results match expectations The pedagogy of self instruction described in this book anchors these conditions in everyday instruction so students can learn by adjusting to their own expectations Chapter 1 compares this approach to the teacher directed methods of direct instruction that require teachers to set expectations for students control how students respond to them evaluate the outcomes they produce and then prescribe adjustments students must make to improve Chapter 2 provides evidence that too much of special education instruction reflects this teacher directed approach and as a consequence discourages students from learning how to learn on their own Chapters 3 6 identify four ways to shift learning control from teachers to students and Chapters 7 and 8 identify the obstacles to achieving this instructional shift in special education The appendices of the book provide a bibliography of research on self instruction and direct instruction pedagogies and a validated self assessment that can evaluate the directedness of your teaching

Becoming a High Expectation Teacher Christine Rubie-Davies, 2014-08-13 We constantly hear cries from politicians for teachers to have high expectations But what this means in practical terms is never spelled out Simply deciding that as a teacher you will expect all your students to achieve more than other classes you have taught in the same school is not going to translate automatically into enhanced achievement for students Becoming a High Expectation Teacher is a book that every education student training or practising teacher should read It details the beliefs and practices of high expectation teachers teachers who have high expectations for all their students and provides practical examples for teachers of how to change classrooms into ones in which all students are expected to learn at much higher levels than teachers may previously have thought possible It shows how student achievement can be raised by providing both research evidence and practical examples This book is based on the first ever intervention study in the teacher expectation area designed to change teachers expectations through introducing them to the beliefs and practices of high expectation teachers A holistic view of the classroom is emphasised whereby both the instructional and socio emotional aspects of the classroom are considered if teachers are to increase student achievement There is a focus on high expectation teachers those who have high expectations for all students and a close examination of what it is that these teachers do in their classrooms that mean that their students make very large learning gains each year Becoming a High Expectation Teacher explores three key areas in which what high expectation teachers do differs substantially from what other teachers do the way they group students for learning the way they create a caring classroom community and the way in which they use goalsetting to motivate students to promote student autonomy and to promote mastery learning Areas covered include Formation of teacher expectations Teacher personality and expectation Ability grouping and goal setting Enhancing class climate Sustaining high expectations for students Becoming a High Expectation Teacher is an essential read for any researcher student trainee or practicing teacher who cares passionately about the teacher student relationship and about raising expectations and student achievement

**Communicative Behaviour of a Language Learner** Dagmara Gałajda, 2017-06-16 This book investigates and analyzes the way in which factors such as communication apprehension self perceived communicative competence and group dynamics influence the communicative behavior of a foreign language learner It also focuses on interpersonal communication group communication and public speaking Using selected models it characterizes and analyzes all types of communication with reference to communication in the language classroom with a particular emphasis on the foreign language context The author also presents some conclusions and implications for both language teachers and language learners as well as offering suggestions for further research in the field of classroom communication The results of the study serve as a point of reference for teachers interested in the construct of willingness to communicate and other communication variables related to the issue of communication in a foreign language The work also raises teachers awareness of individual learner differences in the context of communication in the foreign language classroom Raising the Bar and Closing the Gap

Richard DuFour, Rebecca DuFour, 2010-04-01 This expansion of Whatever It Takes sharpens the focus on the pyramid of interventions strategy The authors examine case studies of schools and districts across North America to illustrate how PLC at Work™ is a sustainable and transferable process that ensures struggling students get the support they need to achieve They address how to enrich and extend the learning of proficient students and explain how PLC intervention processes align with RTI legislation

**Classroom Management for Academic Success** Lee Canter, 2014-01-22 This groundbreaking resource details the first management program designed to specifically address the first priority for today's educator improving the achievement of all students Go beyond simply managing student behavior to quickly and effectively establishing an environment that promotes academic success in your classroom from day one Teacher tested research based strategies create a classroom in which children learn free from the distraction of disruptive behavior

**Aiming High** Evan Robb, 2021-12-09 Aim high to improve leading teaching and learning Skillful leadership is critical as schools return to a new normalcy Improving students learning and addressing the challenges many learners experienced due to recent learning interruptions are top priorities for all school leaders Aiming High offers leaders a framework for creating an environment where both effective instruction and a focus on social and emotional needs benefits all students and teachers Evan Robb maps a route to building a positive trusting culture of collaboration creativity and empowerment Features include An outline of the leadership elements required to build a learner focused culture Tools for fostering productive collaboration creating shared teacher leadership and building trusting relationships Insightful tips for addressing complexities that come with new learning formats Provocative questions that guide readers toward redefining instructional leadership Your mission as leader is clear aim high work intentionally and collaboratively with teachers and create a refreshed school culture centered on learning and growth for all

**Engaging Adolescents in Reading** John T. Guthrie, 2007-12-06 A must read for all middle and high school teachers interested in motivating and engaging their students to enhance their reading development and help them enjoy it at the same time Lesley M Morrow Professor of Literacy Rutgers University This rich compendium of information offers a solid plan of action for teachers who want to ensure that their students are highly motivated literacy learners Linda B Gambrell Distinguished Professor of Education Clemson University Inspire learners passion for reading Every day secondary school teachers face the challenge of engaging students in essential reading tasks This accessible text links key instructional practices with current research on reading motivation engagement and classroom context to help reluctant learners become active readers Featuring contributions from content teachers working in collaboration with reading researcher John T Guthrie Engaging Adolescents in Reading offers examples that vividly illustrate how motivation looks from the teacher's vantage point and how students can experience deep reading engagement The writers discuss teaching frameworks student activities and textbooks and demonstrate how to use classroom tested motivational approaches This insightful book shows educators how to Infuse reading assignments with significance and meaning Present choices that

encourage students to take charge of their learning Tap into adolescents social natures through group activities Build proficiency and confidence in struggling readers With examples from the content areas these strategies help teachers increase adolescents engagement with texts and boost their reading enjoyment

**Standards-Based Learning for Students with Disabilities** Marsha Craft- Tripp, Allan Glatthorn, 2013-10-18 This book describes in detail how educators can apply curriculum standards performance standards and opportunity standards to improve education of special learners It provides practical examples which show you how to develop and implement standards based IEPs use curriculum standards and benchmarks to develop long term plans develop performance tasks for students with disabilities and develop curriculum units for students with disabilities This book shows you that students with disabilities can profit from and be involved with the types of standards currently used with other students

*Fall Down 7 Times, Get Up 8* Debbie Silver, 2012-05-22 A fresh approach to getting kids to work smarter and better not just harder Award winning teacher and best selling author Debbie Silver addresses the relationship between student motivation and risking failure calling failure a temporary glitch that provides valuable learning opportunities She explains motivational theory provides down to earth often humorous real life examples and outlines concrete applicable guidelines for helping students overcome setbacks and failure to foster lifelong success Key topics include How to help students become autonomous enthusiastic lifelong learners Why failure is not only an option but a very concrete way of gaining ground The difference between a pep talk and specific relevant feedback that enhances self efficacy

Making Decisions About Diverse Learners Fern Aefsky, 2013-11-20 This book is for building level administrators who work with students and their families who have been classified as educationally disabled It provides practical information about programming options ranging from self contained special education classes to inclusive classrooms It also contains activities worksheets and report templates to assist you as you deal with these difficult issues

**Ten Traits of Highly Effective Schools** Elaine K. McEwan, 2008-07-16 Featuring helpful tools authentic examples teacher reflections and more this resource identifies the critical attributes of schools that enable all students to attain academic excellence

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