

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継続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

Barbara R. Blackburn



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The Oxford Handbook of Positive Psychology and Disability Michael L. Wehmeyer, 2013-07-25 Roughly 54 million people with disabilities live in the U S and there are many more millions of people with disabilities around the world Not surprisingly differences among and between people with disabilities are often as notable as differences between people with and without disabilities And while the lack of homogeneity among people with disabilities makes creating a valid taxonomy under this term difficult if not impossible there is commonality among and between people with disabilities that justifies an authoritative resource on positive psychology and disability That is they have experienced discrimination and marginalization as a function of their disability This volume assembles chapters by leading scholars in the fields of disability and positive psychology to provide a comprehensive synthesis of the state of the field of positive psychology and disability Chapters are organized into thematic sections beginning with an introductory section providing information on overarching themes in positive psychology and disability The second section highlights the application of positive psychological constructs to disability including quality of life self determination adaptive behavior optimism hope problem solving forgiveness gratitude and spirituality The following section addresses systemic issues in disability that impact positive psychology again turning to disciplines beyond just psychology special education rehabilitation sciences family and disability policy to address areas in which positive psychology can be applied A fourth section examines positive psychology in specific disabled populations including physical disabilities cognitive and developmental disabilities severe multiple disabilities emotional and behavioral disabilities and autism spectrum disorders Disability has always been associated with differentness and consequently people with disabilities have throughout time been treated as such As the first handbook to consider disability from a strengths based perspective this volume provides a catalyst to accelerate the application of positive psychology with regard to how disability is understood

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

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 *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 **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

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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

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