

Explicitly teaching a repeated reading strategy improves comprehension and self-efficacy for Grade One students.

Abstract

Students who are learning to read rely on a variety of skills; these skills when fully combined make the reading process accessible: however for some students, the combination of skills required does not come easily and these students require explicit teaching and modelling to identify the skills and to put them into common usage.

The hypothesis of this study is that explicitly teaching a repeated reading strategy improves comprehension and self-efficacy for Grade One students. Research on the use of repeated reading suggests that this strategy can help to increase students' self-efficacy, which in turn gives students the confidence to attempt other reading tasks which may seem challenging for them. In this study, students were taught to read a text on repeated occasions, to retell the story, and to use the behaviours of 'good' readers, when they were reading.

The study compared the results of two groups of students; a control group, and an intervention group who were taught to use repeated reading, retelling and the reading behaviours of 'good' readers. Results from the study indicate some support for the hypothesis, as the post-test scores for the intervention group indicated some improvement, in both tests. The collection of self-efficacy data from students in the intervention group also indicated a greater level of self-efficacy, at the conclusion of the teaching they received.

The results suggest that teaching a repeated reading strategy can improve the perceived self-efficacy of students, and that this can in turn have an effect on their comprehension abilities.

Introduction

Students who are learning to read rely on a variety of skills; these skills when fully combined make the reading process accessible: however for some students, the combination of skills required does not come easily and these students require explicit teaching and modelling to identify the skill(s) and to put them into common usage. According to Chapman and Tunmer (2003) young children's reading self-efficacy appears to develop in response to the initial experience of learning to read and they go on to say that for students who experience "difficulty in reading, (the) development of relations between the performance and self-system factors occurs within the first year of schooling."

The successful reading of a text relies on the reader being able to not only decode the words in the text but to also interact and understand what has been written. The reader must engage in the text on a number of levels: word, sentence, conceptual, topic and dispositional (Munro 2007). Therefore it follows that if the student is decoding at one level only, the reading will lack fluency, and will make comprehension difficult. Research shows the strong relationships between students reading fluently and their comprehension of texts, effective readers "integrate a range of strategies, including word identification and comprehension to interactively draw upon all knowledge available...so that they occur without conscious deliberation", (Annandale et. al.) ineffective readers cannot.

Development of self-efficacy scripts can change student self-talk in a range of ways, which will in turn as Barkley (2006) cites, make it "possible to create an environment in which individuals' efficacy beliefs may be changed from low to high and their

outcome expectancies may be changed in the same way.” To follow on from this, McCrudden, Perkins and Putney (2005) note that learning how to read is an incredibly long, laborious process which requires motivation and effort on the part of the reader, but that with focused instruction and practise which creates positive attitudes toward reading, improvement can be achieved.

The issue of student motivation is crucial to students’ ability to remain engaged and motivated in their learning, as evidenced by Linnenbrink & Pintrich (2003), where it was noted that self-efficacy could be discussed as the focus for “behavioural, cognitive and motivational engagement in the classroom.” The more that students are engaged in reading a text will lead to an improved ability to identify the complex patterns of responding to print... (and) to read those texts with increasing levels of independence. Clay (1991)

Fluency when reading is essential when trying to build a solid base from which to inform comprehension, this is substantiated by research from Shinn et.al.(1992) whose work concluded that there is a strong link between reading fluency and comprehension. Further, Westwood (2001) contends that some readers do not understand that reading is meant to make sense, so when it doesn’t make sense they make little or no attempt to self correct, and that they are “not aware of, effective strategies to help them extract meaning. Thus it is essential to make these connections explicit and clear for some students.

Building self-efficacy in students is likely to increase “confidence when performing a specific task successfully and is linked closely to initial engagement, persistence and

achievement” Bandurra (1997) Therefore it is necessary to provide material and content of interest, which will involve the development of self-efficacy skills in order for more effort and persistence to be observed when difficulties arise. McCrudden, Perkins and Putney (2005)

Repeated reading as a strategy can assist readers to improve their fluency, but can also teach them that with practise they too can read at the same rate, accuracy and with expression as others do. Westwood (2001) It follows too that if a student is going to continue to revisit particular words and ideas, via the re-reading of a text, then they will be able to “automate and perfect the various skills and strategies that they have been learning” Fowler (1998); Snow, Burns & Griffin (1998) cited in Westwood (2001)

Working in a group setting to provide opportunities for discussion, interaction and the communication of thoughts and ideas can also improve self-efficacy. Dupree and Iversen (1994) note that there are three components that beginning readers need to know in order to read effectively; use of initiative to build on current knowledge, make connections and generate new learning, freedom and encouragement to test ideas and to evaluate their learning and finally explicit instruction. All of these skills can be taught to, with and by students within a small group of students with similar abilities.

Using a familiar framework to teach students specific skills has also been noted as being a means to enable students to accomplish an action successfully, Hill (1999) thus by creating opportunities for discussion and sharing of ideas, language can be

used to solve problems, think and reflect on learning and can lead to students accomplishing something which they initially found quite challenging Lyons (2003)

This study aims to research the impact of repeated reading on the ability of students to understand what they have read and to improve their self-efficacy as readers.

Method

Design

This study uses a case study OXO design, in which repeated reading of texts was explicitly modelled and taught and the comprehension and self-efficacy of the readers were observed. The study compares the results of two groups of students, a control group and the study group.

Participants

The students chosen to be part of this study are all currently Grade Ones, with their ages ranging from 5-7 years. Students were selected based on data from their 2007 end of year Observation Survey results, which were obtained by classroom teachers in individual assessments during early December in 2007. From this data a list of students 'at risk' was identified by the Literacy Coordinator and Reading Recovery teachers, the study group and control group are students who were identified on this list.

The classroom teacher also identified these students as those who could benefit from additional assistance to develop their strategies and skills in reading tasks. The students chosen had some difficulties decoding unfamiliar words, and displayed few aspects of self-efficacy when reading.

Table 1 displays relevant Data about students at the time intervention began.

Student	Age at 1/3/08	NESB	EMA	Earlier Intervention
Study Group				
Student A	7yrs 2mths	No	No	No
Student B	6yrs 6mths	No	No	No
Student C	5yrs 10mths	No	No	No
Student D	6yrs 9mths	No	No	No
Student E	6yrs 2mths	No	No	No
Student F	6yrs 3mths	No	No	No
Student G	5yrs 11mths	No	No	No
Control Group				
Student H	6yrs 2mths	No	No	No
Student I	6yrs 9mths	No	No	No
Student J	5yrs 10mths	No	No	No
Student K	6yrs 10mths	No	No	No
Student L	6yrs 8mths	No	No	No
Student M	6yrs 10mths	No	No	No
Student N	6yrs 7mths	No	No	No

Table 1 – Student Data

Materials

Materials used in the study are as follows:

In pre-testing for this study, students were assessed using RPT1 (Reading Progress Test) Form 1 - Food. This assessment tool analyses reading comprehension, and data

provides norms, standardized scores, reading ages and ability scale scores, based on samples taken from students in schools throughout England and Wales RPT1 (2004) All students were assessed using the RPT1 which was age appropriate for Grade One students.

Students also completed Neale Analysis of Reading Revised (Form 1), Level 1 – Bird, which allows for examination of the student’s phonemic awareness, blending and segmenting of letter patterns, and comprehension of the passage. Neale (1999) All students were assessed using this form in the pre-assessment phase. No attempt was made to test students on subsequent passages, as this passage was appropriate for students who had completed one year of schooling. The reading rate of students was not recorded for this study.

Finally students were asked to assess their own self-efficacy using the self-efficacy scales, as they appear in the ERIK intervention Munro (2006) the students gave their responses via the picture cues, when asked the various questions about their reading behaviour, and responses were recorded on the record sheet.

Students completed the three tasks, all results were recorded, and anecdotal notes were taken to supplement these. When students read aloud, a running record was taken for later analysis.

A different text was used for each teaching session (Appendix 1)

A chart on which to recall student responses about what “Good” Readers do...

(Appendix 1)

Video recorder and tapes.

A template map for students to follow the progress of the text, for oral retelling and recall. (Appendix 1)

Procedure

Implementation of the study consisted of ten teaching sessions that were taught to the students as a group.

Teaching sessions were taught in ten consecutive lessons, which were of 30-40 minutes duration, and were held before lunchtime each day, so that students also received their usual Literacy instruction within their classroom program. The sessions were conducted in a withdrawal room. In each session a new text was introduced, but students were encouraged to re-read previous texts as well.

In the first session students were introduced to the structure of the lessons. It was clearly stated that they were going to learn some strategies that would assist them in reading tasks. Before any reading began, students would offer their thoughts about some of the things that 'good' readers do. These were noted on a chart in the room.

The introduction of each text was preceded by an orientation to the book where the students discussed the title, pictures and a possible story line. The initial reading of a text was by the teacher, and then the students were asked to read the text together, and were allowed to ask for assistance as required. After this reading, students asked for assistance with the meaning or decoding of any unfamiliar words. The teacher then

asked the students to read the passage again: this time with only one or two other students. After this reading the students were asked to retell the events. The teacher recorded these, in the form of a story map, and the group reflected on the detail and accuracy. Students were encouraged to return to the text to check their memory of events. Questions were asked to get students to reflect on their thoughts and opinions.

Students then had an opportunity to re-read the text independently, the teacher took an individual running record to examine individual errors, which were examined with regard to whether meaning was retained or lost. At this time students were given the opportunity to revisit text from previous sessions.

At the conclusion of each session the teacher returned to the chart made at the start of the lesson, students made comments about their own reading with regard to their thoughts about what other readers do, and how this could support them in their own reading.

Students were then asked to complete the self-efficacy questionnaire about their reading in the session.

Each session followed this procedure as a new text was read in each lesson. Anecdotal notes were kept for each child from each session.

Post- testing followed using the RPT (Form 2 - Fish) and Neale Analysis of Reading Revised (Form 2 - Kitten), and results of each were fed back to classroom teachers and parents.

Results

Results from this intervention indicate some support for the hypothesis that explicitly teaching a repeated reading strategy improves comprehension and self efficacy for Grade One students. The raw scores for all students in the teaching group indicate improvement in testing using both the RPT and Neale analysis at the post testing phase. (Appendix 2 Tables 2 and 3) Gains made by the intervention group were greater than those of the control group, as can be seen in the comparison of pre and post-testing raw scores. (Figures 1 and 2)

Figure 1 : RPT Raw Scores Pre and Post Testing per Student

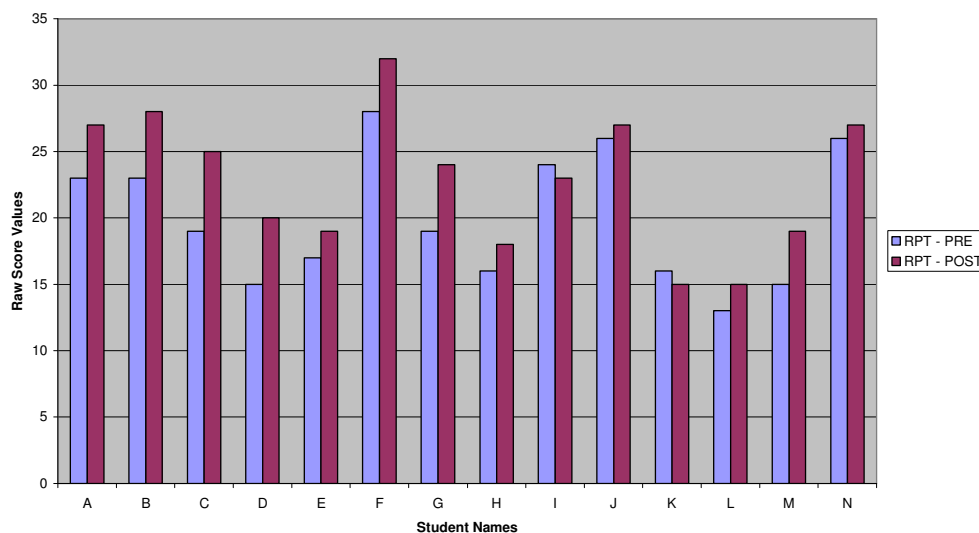
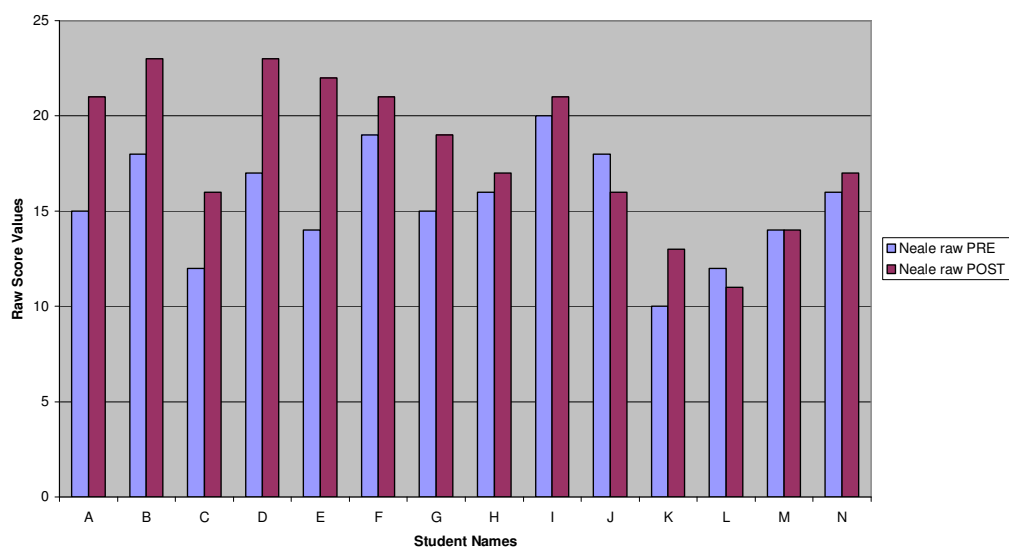


Figure 2 : Neale Raw Scores Accuracy Pre and Post Testing per Student



While it can be seen that almost all students made some progress in the raw scores obtained in the post-testing of both the RPT and Neale, the gains made by the students in the teaching group are greater than those of the control group. Students in the intervention group increased their raw scores by a greater amount than those in the control group, but it is uncertain whether the teaching strategy alone was responsible for this, as the control group also made progress.

Student responses to the self efficacy questionnaire (Munro 2006) are shown in Appendix 2, Tables 4-17, and reflect responses given in pre and post testing, for students in both the teaching and control groups. These responses demonstrate that the students involved in the teaching group have an improved attitude to their self-efficacy as readers, whereas those in the control group tended to maintain their initial attitudes to themselves as readers, and the strategies that they could use when reading.

Examination of the data gained from post testing indicates that the intervention or teaching group had made progress both in the number of questions on the RTP that were answered correctly, Appendix 2, Table 2 but also in their ability to identify useful strategies when reading, and in the responses given which described their reading performance.(Appendix 2, Tables 4-17) Considering that these students have difficulty with comprehension and decoding, the trend of improvement shown is pleasing.

Ongoing monitoring and anecdotal notes of the student's self-talk and discussion of the strategies being used, during the teaching sessions showed increased confidence and range for all students in the intervention group. (Appendix 3) This is again

supported by the students' post-test self-efficacy evaluation. The same cannot be said for the students in the control group whose self-efficacy remained largely unchanged from the pre to post-test. (Appendix 2, Tables 11-17)

The raw results of the RPT, post-test show the difference between the intervention and the control group:

Intervention Group	Control Group
Student A – Scored 4 better	Student H – Scored 2 better
Student B – Scored 5 better	Student I – Scored 1 better
Student C – Scored 6 better	Student J – Scored 1 better
Student D – Scored 5 better	Student K – Scored 1 better
Student E – Scored 2 better	Student L – Scored 2 better
Student F – Scored 4 better	Student M – Scored 4 better
Student G – Scored 5 better	Student N – Scored 1 better

There is a difference in the scores between these two groups, with the intervention group making progress which is greater than that of the control group. The fact that Student E had a relatively small increase in score, may be due to a need for more intensive work in this area, or possibly that for this student, this particular method of intervention is not the most effective. Similarly, the fact that Student M scored 4 better in the post-test may be explained in a number of ways, perhaps the initial score was not a true representation of what the student could do, secondly that the student has continued to receive instruction from the classroom teacher which may have had an effect on the final RPT performance.

While the gain in results from this study at the time of post-testing are not significant, from 2 to 6 answers better, for those students involved in the intervention, the fact that all of those in the study made some progress suggests that some learning has taken place, whether, the learning can be attributed to the intervention or to some other factor(s) is as yet unknown, but it seems likely, given the control group results, that it may be a combination of the two.

Likewise, the data obtained from the Neale post-test reading accuracy also supports this theory:

Intervention Group

Student A – Scored 6 better

Student B – Scored 5 better

Student C – Scored 4 better

Student D – Scored 6 better

Student E – Scored 6 better

Student F – Scored 2 better

Student G – Scored 4 better

Control Group

Student H – Scored 1 better

Student I – Scored 1 better

Student J – Scored 2 better

Student K – Scored 3 better

Student L – Scored 1 less

Student M – Scored the same

Student N – Scored the same

Again, those in the teaching group improved their scores, whereas those in the control group had mixed results, with 4 students being able to better their initial scores, 2 being able to maintain their scores and 1 student scoring 1 less than the previous score. Thus it would seem to support the theory that this intervention has had some effect on the learning of the students involved, but that there is the possibility that teaching within the classroom setting has also had an effect on the students' ability too.

The gains made by individual students in this study are all quite interesting, as has been noted all of the students in the intervention group have made progress in terms of their raw scores on the post-tests for RPT and Neale, but what is even more interesting are the anecdotal notes made about the self-talk and discussion of the student's strategies (Appendix 3), which show a range of strategies and developing confidence, and this is evident for all of the students in the teaching group. There is of course no correlating evidence for the control group.

The fact that the intervention students expressed a perceived difference in the self-efficacy, (Appendix 2, Tables 4-10) tends to support the contention that the repeated reading strategy introduced in the study did indeed have some effect, even if only on the perceptions of the students involved. Further research would need to be undertaken in order to determine whether the results obtained in the study are indicative of student learning or just perception.

Ultimately it is difficult to quantify how much of an effect the intervention/specific teaching had on the outcome for the students in the teaching group, for they too may have made progress like the control group even without the teaching focus, however, the

progress may have been less than that which has been observed in this study. Further research would need to be carried out in order to substantiate the findings of this study.

Discussion

When reflecting on the results of this study there is support for the initial hypothesis, and contemporary research, that repeated reading of a text improves comprehension and self-efficacy. Student results from the testing suggests that some improvement has been made, however the intervention would need to be carried out over a longer period to determine if in fact the trends displayed reflect significant positive outcomes for the students concerned.

The results lend support to the work of McCrudden, Perkins and Putney (2005) that the use of explicit reading strategy instruction, and repeated reading of a text, will create more positive attitudes toward reading and in turn can improve achievement. This is demonstrated by the results recorded for students A, B, C, D, E, F and G following the intervention, using data from the self efficacy surveys, Munro (2006) pre, post and during teaching sessions. (Appendix 2, Tables 4-17)

There appeared to be a positive effect on the students' comprehension and engagement with reading tasks (Appendix 2, Tables 2 & 3), but as mentioned by Chapman and Tunmer (2003) the development of children's self-concept and self-efficacy develop in relation to their first experiences of reading, and it is therefore difficult to determine whether progress will continue at the same rate, increase or decrease over a longer period

of time. However, it is pleasing to see that the students were able to feel more confident in their individual abilities, as seen in the self-efficacy anecdotes. (Appendix 3)

The use of the same structure of the sessions was useful for the students as it gave them a framework for their learning, as Hill (1999) noted, when students are scaffolded in their learning they can practice and accomplish an action successfully. This is supported too by the self-efficacy data Munro (2006) obtained from the students (Appendix 2, Tables 4-11) Students were quickly able to articulate the steps that 'good' readers undertake, and it was beneficial for them to continually revisit these, via the poster displayed in the room, which was developed by the students during teaching sessions and referred back to regularly. (Appendix 1)

During the initial sessions of the intervention, students were encouraged to engage in articulating what it was that they were doing in order to build up their self confidence and willingness to try new strategies, as Linnenbrink and Pintrich (2003) suggest motivation and self-efficacy are keys to promoting engagement and learning. What was pleasing in the study group was the ability of students to identify their particular skills and that these increased over time for all of those in the study group. Many of these skills and thoughts were recorded as anecdotal records throughout the sessions, and are recorded in Appendix 3.

The use of repeated reading as conducted in this study helped the students to learn to be readers, where they could read in ways that drew on their knowledge of the world and of language, as well as practicing the complex task of reading, Clay (1991) without having to go through the process of decoding each word. In this way, the process used helped the students to improve their fluency, and understanding of what they were reading. However

it must be noted that it is important for the teacher not to take too much control over this process, as it would be undesirable for the students too become reliant on the teacher, and then lose their sense of ownership and mastery of their reading.

Throughout the study the students were willing to offer their thoughts and experiences. The repeated reading of a text allowed students to feel supported and to feel that they were indeed capable readers. As Lyons (2003) noted, students with low self-esteem are often difficult to teach, but with some reassurance, and success, they (will) become motivated and their attitudes and beliefs about their ability to learn (will) escalate. The student results from this study would seem to reflect this, as the students became more comfortable with the process and structure of the sessions, they also became more confident in their reading abilities.

This development of self-belief, is described by Bandurra (1997) and Fullerton (2001) in Lyons (2003) as building “their capabilities to learn and behave in an appropriate way, which is called self-efficacy.” Ultimately that is the goal of all teaching, and if this study has in any way led to the development of this for those students in the intervention then it can be deemed to have been a success at least on one level.

There are a number of factors that would need to be addressed if this study were to be repeated in the future, or to be continued in teaching sessions for these students. Firstly, it should be noted that a group of four students at one time would be an easier number to manage than seven. Secondly, in order to develop the students reading process as a whole it would be important to focus not only on the things that ‘good’ readers do, but to explicitly to teach the students what they should be doing before, during and after reading in order to make the entire process clear.

Other limitations of this study are that the research was conducted over a period of only ten sessions, a relatively short period. Further research of a longer duration with a larger test group would need to be undertaken in order to validate the results found in this general study. Also, the degree of comprehension that the students obtained from repeated reading was not adequately measured in this study, and this too would be an area that could be investigated in the future.

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Appendix 1

Teaching Unit : Repeated Reading and Self - Efficacy

Explicitly teaching a repeated reading strategy improves comprehension and self – efficacy for Grade One students.

Session One

Text: Camp Fire

Introduction of the strategy:

We are going to do some reading together. We are going to read the book a number of times. Reading the book more than once will help you to remember the story and the words, and will help you to read in a way that sounds like talking.

Why are we doing this?

Before we begin reading though, we are going to think about and record the things that ‘good’ readers do when they are reading.

Students give responses, and teacher records them on a piece of paper (this is kept and referred to, and added upon in all sessions.)

Teacher reviews student responses:

Let us look at the ideas that you have come up with about what ‘good’ readers do when they are reading. Read list, and talk about how these actions help the reader to read well.

Are there any other thoughts or questions?

We are going to try to do these things when we read too.

Initial Reading of the Text

Look at the front cover of the book. Are there any words you recognize? Can anyone read the title?

Students give their thoughts. Teacher guides students to the correct title. Teacher directs students to 1:1 matching of words in the title as it is read.

Students Practise:

Let's practise pointing to the words as we read the title on the title page.

Students read title of book on the title page, pointing to the words.

Reading the Text:

Now we are going to read the book together. We are going to point to the words as we read, and the teacher will read the words this time, but you can say each word as you point to it.

Students read the text with the teacher.

The text is re read by students and teacher, with the teacher gradually becoming less vocal in the reading (3-4 reads).

Now you are going to read the book with a partner. You need to do this 3-4 times.

Teacher listens to reading checking for 1:1 matching and fluency.

Now you need to read the book by yourself, keep doing this until you are asked to stop.

Teacher listens to each student reading, taking a running record, and anecdotal notes.

Teacher records student responses to the self – efficacy questionnaire, regarding their reading of the text.

Students Review their Actions:

Let's retell what happened in the story. We will record it on this chart.

What were some of the things that you were doing when you were reading today?

Is there anything else you would like to add to our chart about what 'good' readers do?

Students retell the events of the story and they are recorded by the teacher on the chart.

Students articulate their thoughts.

Additional thoughts about 'good' readers are added to the chart.

Sessions Two –Ten

All sessions followed the format below:

Repeated Reading and Self – Efficacy

Activity	Task Description
<u>Orientation</u>	Revisit the chart about ‘good’ readers. Add any new thoughts/ideas.
<u>Known Text Reading</u> Shared Reading Strategy	Students and teacher re – read the text from previous session. Teacher cues students to use strategies from the ‘good’ readers chart
<u>New Text Reading</u> New text – Repeated Reading Strategy	New text is oriented, via the cover and title. The text is read using the repeated reading strategy. Teacher gradually allows students to take ownership of the reading. Students move into pairs and re read the text.
<u>Retelling the Story</u>	As a group retell the events of the story, and record these on a chart. The chart remains for students to refer back to.
<u>Individual Reading</u>	Each student reads the text to the teacher, who takes a running record of the reading.
<u>Self - Efficacy</u>	Students are asked to respond to the self-efficacy questionnaire. Responses are recorded by the teacher.
<u>Reflection</u>	Students revisit the ‘good’ readers chart, and add any new learnings/thoughts.

**** Each session was recorded on video so that it could be reviewed and analysed in more depth after the teaching was completed.****

Texts Used

Session	Title of Text	Genre	Reading Level	Series	Pages read
1	Camp Fire	Fiction	1	Reading Discovery	1-16
2	My Sandcastle	Fiction	2	PM Plus	1-16
3	Jack and the Giant	Fiction	3	Sunshine Books	1-24
4	Grandpa and I	Fiction	4	Insights	1-8
5	Feeding the Baby	Fiction	4	Insights	1-8
6	Reading is Everywhere	Fiction	5	Sunshine Books	1-16
7	The Hungry Lion	Fiction	5	Sunshine Books	1-24
8	Billy is Hiding	Fiction	5	PM Plus	1-16
9	How to Get to the Giant's House	Fiction	6	Connections	1-16
10	Why Can't I?	Fiction	6	Insights	1-16

‘Good’ Readers...

Sit up straight.

Look at the book.

Listen to the words.

Look at the words.

Point to the words.

Look at the pictures.

Sound out words when they don’t know the word.

Think about their reading.

Remember the story.

Read in a loud voice so people can hear.

Keep trying.

Concentrate.

Like to read.

Read the book a few times.

Know all the words.

Can read to other people.

Read it again if they make a mistake.

Double check the words in case they leave one out.

Take their time.

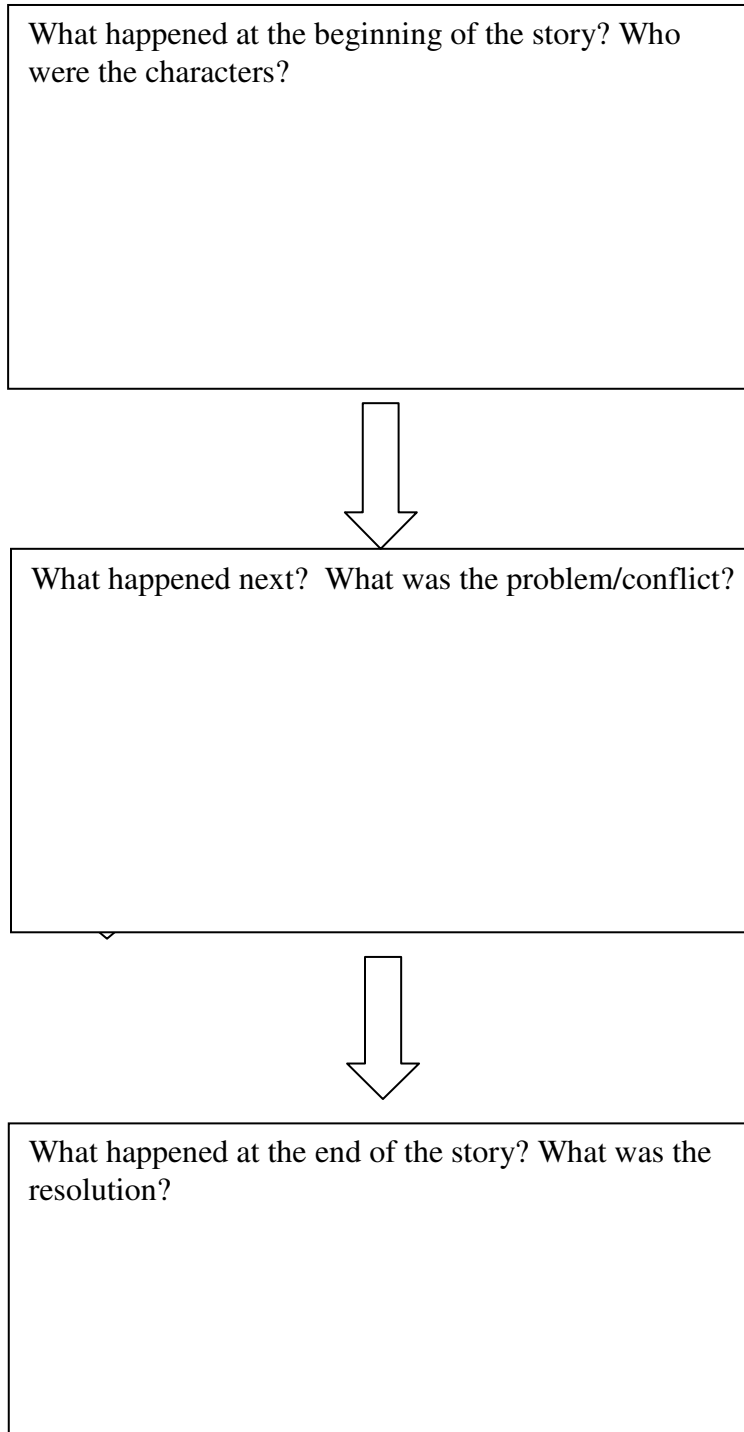
Practise their reading.

Go back and re read when they make a mistake.

****Compiled from sessions with teaching Group 2008****

Some responses were given a number of times in different forms; only one response has been recorded on this list.

Retelling the Story



This chart was used in all sessions for students to retell the story. It was adapted to be longer/shorter to fit the events of the story, Questions in the boxes are indicative of the types of questions asked by the teacher to get student responses.

Self-efficacy scales (Munro 2006)

To administer the questionnaire, the student needs to point to the face which best describes their answer. Introduce the sheet of faces with the practice questions. The faces relate to the following five responses:

- I know I can't
- I think I can't
- I'm half and half sure
- I think I can
- I know I can

Record the student's response to a question by ticking the appropriate box.

Name: _____ Date: _____

Pre-testing phase **Post-testing phase**

I'm going to ask you how you feel about some things you do when you read. It isn't a test. There are no right and wrong answers. It is just about you and what you feel. First of all for practice I'm going to ask you how sure you are about doing some every day things. Each time you can say:

I know I can't	I think I can't	I'm half and half sure	I think I can	I know I can
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Let's practise with these things. How sure are you that you can drink a glass of Coke. If you know you can, point to this square (far right), if you think you can point to this square, if you are not sure either way point to this square, if you think you can't point to this square and if you know you can't, point to this square (far left).

How sure are you that you can

1	catch a ball?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	eat a cake?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	spell supercalifragilisticexpialidocious?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	ride a horse?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

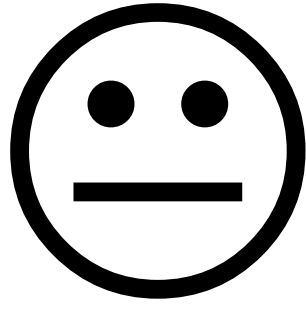
How sure are you that you can

1	work out new words?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	understand each sentence?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	correct any mistakes you make?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	put together the ideas in the story?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	say each word?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	remember what happens in the story as you read it?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	read smoothly?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	remember words you have read lots of times already?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	make a picture in your mind as you read?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10	tell me what the story is about when you have finished it?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11	answer questions about the story?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12	read fast enough to keep the ideas in your mind?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Please tick only one box.

1. If you come to a word you don't know when you are reading would you	try to work out what the word is?	wait for someone to tell you?
2. If you made a mistake in reading would you	do nothing about it?	try to fix it up?
3. When you find words hard to read do you	work them out ?	give up on them?
4. When you read a sentence that doesn't make sense do you	go on reading because it doesn't really matter?	read it again to try to understand it better?
5. When you find a story you are reading hard to understand do you	not worry about it because you can't understand every story?	try harder to understand it?
6. When you have trouble working out how to say words do you	find a way to get them right ?	think you will get them wrong no matter what you do?

Dec 2006



Appendix 2

Table 1: Student Data

Student	Age at 1/3/08	NESB	EMA	Earlier Intervention
Study Group				
Student A	7yrs 2mths	No	No	No
Student B	6yrs 6mths	No	No	No
Student C	5yrs 10mths	No	No	No
Student D	6yrs 9mths	No	No	No
Student E	6yrs 2mths	No	No	No
Student F	6yrs 3mths	No	No	No
Student G	5yrs 11mths	No	No	No
Control Group				
Student H	6yrs 2mths	No	No	No
Student I	6yrs 9mths	No	No	No
Student J	5yrs 10mths	No	No	No
Student K	6yrs 10mths	No	No	No
Student L	6yrs 8mths	No	No	No
Student M	6yrs 10mths	No	No	No
Student N	6yrs 7mths	No	No	No

Table 2: Comparison of Pre and Post Testing Data RPT

Name	Teaching/Control Group	Age in YEARS	Age in MONTHS	RPT – PRE Raw Score	RPT – POST Raw Score
A	T	7.2	86	23	27
B	T	6.6	78	23	28
C	T	5.10	70	19	25
D	T	6.9	81	15	20
E	T	6.2	74	17	19
F	T	6.3	75	28	32
G	T	5.11	71	19	24
H	C	6.2	74	16	18
I	C	6.9	81	24	23
J	C	5.1	70	26	27
K	C	6.10	82	16	15
L	C	6.8	80	13	15
M	C	6.10	82	15	19
N	C	6.7	79	26	27

Table 3: Comparison of Pre and Post Testing Data Neale

Name	Teaching/Control Group	Age in YEARS	Age in MONTHS	Neale raw PRE	Neale raw POST
A	T	7.2	86	15	21
B	T	6.6	78	18	23
C	T	5.10	70	12	16
D	T	6.9	81	17	23
E	T	6.2	74	14	22
F	T	6.3	75	19	21
G	T	5.11	71	15	19
H	C	6.2	74	16	17
I	C	6.9	81	20	21
J	C	5.1	70	18	16
K	C	6.10	82	10	13
L	C	6.8	80	12	11
M	C	6.10	82	14	14
N	C	6.7	79	17	17

Table 4: Comparison of Pre and Post Testing Self-Efficacy Student A

Part 1:

Student A	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	2	2	2	1	2	2	1	4	2	3	3	2
Post Test	4	3	4	3	3	4	5	5	4	5	5	5

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student A	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Try to work it out	Try to fix it	Work them out	Read it again	Try harder to understand	Find a way to get them right

Table 5: Comparison of Pre and Post Testing Self-Efficacy Student B

Part 1:

Student B	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	2	2	2	1	1	2	1	2	2	3	1	2
Post Test	4	5	4	3	3	4	5	5	4	5	5	5

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student B	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Try to work it out	Try to fix it	Work them out	Read it again	Try harder to understand	Find a way to get them right

Table 6: Comparison of Pre and Post Testing Self-Efficacy Student C

Part 1:

Student C	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	2	1	2	2	2	2	2	4	2	3	3	2
Post Test	5	3	4	3	4	4	5	5	5	5	5	5

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student C	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Try to work it out	Try to fix it	Work them out	Read it again	Try harder to understand	Find a way to get them right

Table 7: Comparison of Pre and Post Testing Self-Efficacy Student D

Part 1:

Student D	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	2	2	2	1	1	2	1	2	1	3	1	2
Post Test	4	5	5	4	5	4	5	5	5	5	5	5

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student D	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Try to work it out	Try to fix it	Work them out	Read it again	Try harder to understand	Find a way to get them right

Table 8: Comparison of Pre and Post Testing Self-Efficacy Student E

Part 1:

Student E	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	1	2	2	1	2	1	1	4	2	1	2	2
Post Test	4	5	4	5	4	4	5	5	4	5	5	5

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student E	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Try to work it out	Try to fix it	Work them out	Read it again	Try harder to understand	Find a way to get them right

Table 9: Comparison of Pre and Post Testing Self-Efficacy Student F

Part 1:

Student F	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	3	2	2	1	2	2	1	2	2	3	1	2
Post Test	5	5	5	4	4	4	5	5	4	5	5	5

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student F	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Try to work it out	Try to fix it	Work them out	Read it again	Try harder to understand	Find a way to get them right

Table 10: Comparison of Pre and Post Testing Self-Efficacy Student G

Part 1:

Student G	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	3	2	3	3	2	2	3	4	2	3	3	2
Post Test	4	3	4	3	4	4	5	5	4	5	5	5

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student G	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Try to work it out	Try to fix it	Work them out	Read it again	Try harder to understand	Find a way to get them right

Table 11: Comparison of Pre and Post Testing Self-Efficacy Student H

Part 1:

Student H	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	2	2	2	1	1	2	1	2	2	3	1	2
Post Test	2	2	2	2	3	3	2	2	2	2	2	2

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student H	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Wait for help	Try to fix it	Give up	Go on reading	Not worry	They will be wrong

Table 12: Comparison of Pre and Post Testing Self-Efficacy Student I

Part 1:

Student I	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	1	2	2	1	2	2	1	3	2	1	2	2
Post Test	2	2	2	1	2	2	2	3	2	2	2	2

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student I	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong

Table 13: Comparison of Pre and Post Testing Self-Efficacy Student J

Part 1:

Student J	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	2	2	2	1	1	2	1	2	2	2	1	2
Post Test	2	2	2	1	1	2	2	2	2	2	2	2

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student J	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong

Table 14: Comparison of Pre and Post Testing Self-Efficacy Student K

Part 1:

Student K	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	2	2	2	1	2	2	1	1	2	1	2	2
Post Test	2	2	2	2	2	2	2	2	2	2	2	2

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student K	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong

Table 15: Comparison of Pre and Post Testing Self-Efficacy Student L

Part 1:

Student L	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	2	2	2	1	1	2	1	2	2	1	1	2
Post Test	2	2	2	1	1	1	1	2	2	1	1	2

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student L	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Wait for help	Do nothing	Give up	Read it again	Not worry	They will be wrong

Table 16: Comparison of Pre and Post Testing Self-Efficacy Student M

Part 1:

Student M	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	2	2	2	1	2	2	1	2	2	3	3	2
Post Test	2	2	2	2	2	2	1	2	2	3	3	2

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student M	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong

Table 17: Comparison of Pre and Post Testing Self-Efficacy Student N

Part 1:

Student N	Qn. 1	Qn. 2	Qn. 3	Qn. 4	Qn. 5	Qn. 6	Qn. 7	Qn. 8	Qn. 9	Qn. 10	Qn. 11	Qn. 12
Pre Test	2	2	2	1	1	2	1	2	2	1	1	2
Post Test	2	2	2	2	1	2	1	2	2	1	1	2

Key: I know I can't - 1
 I think I can't - 2
 I'm half and half sure - 3
 I think I can - 4
 I know I can - 5

Part 2:

Student N	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Pre Test	Wait for help	Do nothing	Give up	Go on reading	Not worry	They will be wrong
Post Test	Try to work it out	Do nothing	Give up	Read it again	Not worry	They will be wrong

Appendix 3

Intervention Group Self-talk – Anecdotal notes from the intervention sessions: a selection of comments

Student A:

“I’m getting good at reading”

“This is sounding like real reading”

“I can use the pictures to help me, but I already know lots of the words and that helps too”

“I re read my (home) reader, because it helps me to read better”

“It is good to go back and read a book over again. It makes it easier for me”

“I don’t have to think hard about all of the words, I can make a picture in my mind to help me remember what the story is about”

“I can remember all of the words”

Student B:

“I sometimes have trouble remembering the words, but when we re read like this it is easier for me”

“I can read like other people...it sounds a bit like talking”

“When I re read a book I can remember all the parts of the story”

“I know what good readers do”

“I like looking at the chart to retell the story...it makes it easier to remember all the parts that happen”

“I can keep trying my best and I will get even better at reading”

“There are lots of words in the book that I can remember, because I see them lots of times, in lots of books”

“I told my Mum about re reading the story... I showed her how we do it at school...she thought it was good”

“I’m getting better at reading”

“I like the books we read here (in the intervention), we get to talk about them and understand them, before we read any other books”

Student C:

“I do some things that ‘good’ readers do”

“I try my best when I’m reading, but I can’t always remember all of the words”

“I am getting better at remembering what happens in the story”

“I re read to help me to remember all of the words”

“I sometimes use the pictures to help me when I get to a hard word, and sometimes I ask for help”

“I can read these books (intervention) because we work together”

Student D:

“I like looking at the chart to retell the story”

“I get a picture in my mind when I’m reading”

“I like to retell the story, because I look at the picture in my mind”

“I like to do re reading because it helps me to remember the words”

“I can read some books at home because I’ve read them before and I remember them”

Student E:

“I am getting better at reading”

“Sometimes reading is hard for me...I don't always know the words”

“When we re read at school it helps me to know the words”

“I can retell the story more easily when I look at the chart”

“I want to be able to read like other people”

“I keep trying my best with reading”

“It is easier to read a book that I have read a few times”

“I like reading books about Pokemon...other books aren't so interesting, but I know I need to read them...”

Student F:

“I like reading lots of books... I have lots of books at home and I read them lots”

“I can look at the pictures to help me to read some of the words”

“I can re read the story, but it gets a bit boring sometimes, but sometimes I make a mistake and need to read it again...I use my finger to make sure that I read all of the words...”

“I do reading at home and I am teaching my brother how to read”

“When we retell the story I can see the parts in my mind”

“I'm getting to be a good reader...I can read pretty fast...I can read three books really fast”

Student G:

“When I read I like to point to the words”

“I like it when we read the book together... it is easier, and I don't have to worry about making a mistake”

“I like reading the book lots of times it makes it easy to remember the words”

“I can read the books here (at intervention) pretty easily...they are easy for me”

“I can retell the story easily when I have read the book a few times”

“I am getting better at reading... It is easy to remember some of the words because I see them a lot”