

*Teaching of positive self talk to passive,
reluctant readers in years 3-6
leads to an improvement
in their self efficacy
to manage themselves as readers.'*

Materials...

Materials used include the following;

Formal Assessment & Evaluation of students;

- A Self evaluation
- Teacher/ Parent observations of their student's reading
- Daily diary
- Bench marked books
- Running records

Informal Assessment & Evaluation of students;

- Tape recordings
- Focus planner sheet
- Observations of the student's body language

Teaching sessions;

- Teaching focus planner
- Questions prompting self talk
- Feeling cards and Self talk prompt cards
- Big books
- Pencils
- A folder for each student
- Reading pointer
- Tape recorder & blank tapes
- Quiet room
- Chairs

Procedure...

The two groups of students received eight small teaching sessions using the strategy, Shared Reading. The eight sessions were divided into two parts, the initial part being made up of four sessions and the final part consisting of the other four teaching sessions. These sessions were done over a period of four weeks with some of this time being used for assessing the students before the teaching, during the teaching sessions and on conclusion of the teaching sessions.

The beginning four sessions exposed and prepared the students to the routine, set up and expectations of each session. They also provided a basis for developing a rapport between the teacher and the students, also giving the students an opportunity to become comfortable with one another. There was a specific focus chosen for each session and the teacher posed questions to the students relating to the focus. The routine of these teaching session is shown in Appendix H, but be aware that the mention of teacher talk prompts, self talk cards and feeling cards were not use during this phase of the Research Project. The teaching content can be viewed in Appendix E, in particular you will see for each session there was a focus and this required explicit questioning. At the conclusion of each of these sessions the students were required to record in a diary (*See Appendix I...Sheet 1*), how they were feeling and reflect on things they had done during the session.

Following these four teaching sessions the students were reassessed. They were required to repeat the initial test used to assess each student's Prose Reading shown in Appendix A and complete the self assessments shown in Appendix B as done prior to the teaching sessions. As the initial results for the Prose Reading in the year 5/6 group were better than expected, thus would not provide enough significant evidence of improvement, therefore the students were given a second Prose Reading assessment at this stage of the teaching program also shown in Appendix A. This was to measure any significant changes in reading ability between the middle and the conclusion of the teaching session.

The final four sessions exposed the students to the same routine, set up and expectations of each session. There continued to be a specific focus chosen for each session and the teacher posed questions to the students relating to the focus. In addition to this the teacher used self-talk prompts and cards. The students were introduced to these in the first teaching session and were later encouraged to use these statements when speaking with the group about what they could do when reading text. The students were also required to begin their reflection statements in their diary's with these statements. To further develop the student's thoughts on their feelings about reading the teacher provided feeling cards, which were displayed during diary writing part of the session. These Feeling cards & Self Talk prompt cards are shown in Appendix G. The teacher also commented on each student's performance with positive prompts stating what they did well when reading text. The routine of these teaching session is shown in Appendix H. The teaching content can be viewed in Appendix E, in particular you will see for each session there was a focus and this required explicit questioning and self talk prompting. At the conclusion of each of these session the students were required to record in a diary

(See Appendix I...Sheet 1), how they were feeling and reflect on things they had done well during the session.

Following these four teaching sessions the students were reassessed. They were required to repeat the initial test used to assess each student's Prose Reading shown in Appendix A and complete the self assessments shown in Appendix B as done prior to the teaching sessions & during the teaching sessions. The year 5/6 group were once again given a second Prose Reading assessment which was first administered during the teaching sessions, also shown in Appendix A. This was to measure any significant changes in reading ability between the middle and the conclusion of the teaching session. The teachers and parents of these students were requested to answer two questions and write a brief comment as shown in Appendix F...Sheets 1 and 2.

Interventions

- Teaching Self Talk... In this approach the students will be verbalising their actions as they work on text.
- Focussed Teaching... In this approach the teaching focusses on the learning needs of each student and the teaching strategy that would best support the needs of these students.
- Positive Teacher talk... In this approach the teacher cues students into what they can do by specifically saying what they did rather than just commenting on what they did as being good.
- Small Group... In this approach the students will in a group consisting of six students.
- Shared Reading... In this approach the teacher uses enlarged texts with a small or large group of students. The teacher guides the students through the text focussing on the text features and creating discussion about the text.
- Questioning... In this approach the teacher, through questioning...
 - Stimulates (engages students interest & enthusiasm)
 - Articulates (clarify the task & focus checking students understanding)
 - Integrates (activity is happening- reading or writing)
 - Demonstrates (students demonstrate their behaviour & learning, clarify understandings)

...The S.A.I.D Framework

Routine of teaching sessions...

FOLLOW THESE STEPS;

1. The students gather in a room with chairs set up in a circular formation. At the top of the circle there is a stand displaying a big book. The teacher places him or herself in a seat next to the book stand.
2. The teacher says to the students...

*Today our focus for the lesson is(eg. punctuation, reading strategies)
and the today's text type is a ...(eg. narrative, poem).*

3. The teacher then begins to question the students about their knowledge of the teaching session's focus. The students are encouraged to respond without placing their hand in the air and to be courteous of others in the group who may have something to say. When possible, the students are prompted to demonstrate their response through an example in the text.

Examples of questions... What is punctuation?

Where can punctuation be seen in this text?

What is the purpose of punctuation?

If there is no punctuation, what can we do to a sentence to help us as readers?

(see Appendix E for more questioning)

4. The teacher initiates a quick discussion with the students about the meaning in the text through questioning.
5. The teacher begins the reading of the text modelling his or her use of the teaching session's focus. The students are requested, before the teacher begins reading to notice what the teacher is able to do to support his or her reading.
6. The students now each take turns in reading the text. They are prompted to think about the focus they have spoken about whilst they read. The other students observe and reflect on what the reader is able to do to support their reading on text. The teacher also prompts what they did well when they were reading.

Examples of prompts... Could you show us how you said this or how you would say this?

I like the way you ...

Try that again to make that sound like...

Read the punctuation or you are able to read the Punctuation.

You saidis that the way we would say this?

(see Appendix E for more prompts)

7. At the conclusion of the reading the students are each asked to use the Self talk cards (*See Appendix G*) to comment on what they are able to do as a reader. Other students are encouraged to comment of what each student says.
8. The students are given their folders and are all requested to fill in their diary's , expressing their feelings and thoughts about their learning or reading in the session. The students are encouraged to use the Self talk cards and Feeling Cards (*See Appendix G*) .
9. Each student returns their folder to the teacher and the students return to their classroom.

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