

The Use of the 'Teaching as Inquiry Model' to Develop Students' Self-efficacy in Literature Response Essay Writing

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ABSTRACT

This article describes a project conducted with Year 12 English students. It was based on the model of 'Teaching as Inquiry' (Ministry of Education, 2007) and aimed to develop students' self-efficacy in relation to their literature-response essay writing. Self-efficacy was measured using Bandura's (2006) self-efficacy scale and an intervention was put in place. Subsequent to the intervention, the students self-efficacy was measured again using the scale as well as interviews and observations with students. Results indicated that students self-efficacy in response to literature response essay writing had increased. Research has consistently shown a direct correlation between high self-efficacy and achievement (Alderman, 2008). This study has confirmed this relationship, and has shown how student self-efficacy can be increased and thus bring about more positive outcomes.

Research paper

Keywords: *Achievement, self-efficacy, teaching as inquiry*

INTRODUCTION

The model of 'Teaching as Inquiry' is highlighted in the New Zealand Curriculum document as a teaching approach that can have a positive impact on student learning (Ministry of Education, 2007). It is based on teachers inquiring into the impact of their teaching on their students and involves a cyclical process that "goes on moment by moment, day by day and over the longer term" (Ministry of Education, 2007, p. 35).

The 'Focusing Inquiry' sets up a baseline and helps give direction to the inquiry. Here the teacher uses all information available to find out what students have already learnt and what they need to learn next. It is where the teacher determines what will be focused on. The 'Teaching Inquiry' determines what strategies are likely to be most effective in helping students learn. This information is gained from accessing evidence-based data which includes data from published research, data from previous successful teacher practice and information from families, whanau and the students themselves. The 'Learning Inquiry' is where the teacher investigates the success of the teaching and determines what the implications are of this for future teaching and learning.

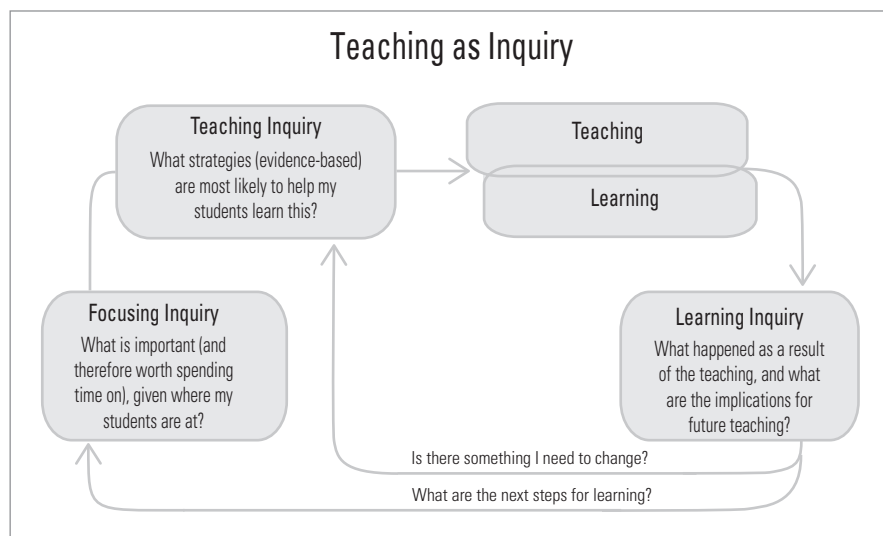


Figure 1. 'Teaching as Inquiry' Cycle (Ministry of Education, 2007).

The remainder of this article describes my journey through the 'Teaching as Inquiry' model.

FOCUSING INQUIRY

The Year 12 English course I taught in 2011 had a large focus on the external examination to gain the majority of the students' credits. I believe it is important to give the students tools to enable them to achieve the three literature response essays. I taught each text with a focus on the basics, including factors such as theme and character. I also integrated author/director's purpose, context, and links to wider society or other literature, as required for a grade higher than 'Achieved'.

One problem that had been consistent throughout the year was the students' belief in their ability to write clear, comprehensive, and passable NCEA Level Two literature response essays. While it was clear that the students were becoming better at essay writing as the year progressed, their self-belief and efficacy relating to this was still lacking. This was found out through a self-efficacy questionnaire which I developed and administered early on in the 'Teaching as Inquiry' cycle (Bandura, 2006). My focusing question was: How can I build my students' self-efficacy in relation to essay writing?

TEACHING INQUIRY

Suggestions on building self-efficacy from literature and experience

Self-efficacy is defined as "people's judgements of their capabilities to organise and execute courses of action required to attain designated types of performances" (Bandura, 1986, p.391). In short, self-efficacy is people's beliefs regarding their ability to be successful or otherwise in upcoming tasks. Bandura (1986, 1997) suggests that there are four main sources of information that are used to make judgements about self-efficacy for a given task: mastery experience, vicarious experience, verbal persuasion, and physiological state. I addressed the first three in this inquiry as I believed they were the three that I could have some control over.

Mastery experience

The major source of a learner's self-efficacy is mastery experiences. Successful previous experiences in a specific area increase a learner's self-efficacy in that same domain. For this type of experience a teacher can provide tasks that slowly increase in difficulty while elaborating on the strategies and skills needed for each task (St. George & Riley, 2008). This then enhances students' feelings of confidence and mastery (St. George & Riley, 2008).

Through successful practice, reassurance that they are capable of achieving, and ensuring they understand the grades and feedback teachers give, students' mastery experience will grow. Pajares, Johnson and Usher (2007) note that students' perceived mastery experiences are a great source of self-efficacy and its positive impact on writing.

Vicarious experience

Vicarious experience is another powerful source of self-efficacy. Learners can observe 'like' peers (those peers whom the student sees as academic equals) succeeding or failing in tasks and make judgements about their own capabilities. Here teachers can draw attention to other students who succeed and use their work or strategy as an example (St. George & Riley, 2008). Using students work or strategy as an example could be deemed by others as inappropriate, so it is important to ensure that you approach this in a sensitive manner. If students ever feel as though their work is criticised for public humiliation the student will withdraw and this will impact negatively on the safe classroom environment for all students. It is better to use exemplars provided by the NZQA or students' work if you have received permission.

As students see other 'like' students attempt and achieve a task, they are more likely to try it. A good idea would be to use group or pair essay writing and encourage students to work together to help one another see the best strategy (Stipek, 1998). Alderman (2008) and Woolfolk and Margetts (2007) note that it is best to use peer modelling rather than teacher modelling because peers are more relatable and comparable to the students which helps to back this idea up.

Aitken and Sinnema (2008) discuss the importance of students learning together in a communal environment where their ideas are shared and they build off of one another's knowledge. Working together encourages students to share their ideas, discuss new and different ways of doing things, justify their answers, and learn from others' suggestions (Aitken & Sinnema, 2008).

Verbal persuasion

Alderman (2008) notes the importance of specific feedback in the improvement of self-efficacy and the comments that teachers make relating to specific skills and behaviour are much more beneficial than generalised feedback. This suggests that a teacher could focus on specific skills that students are doing well and praise them on this, while also identifying specific areas that need work (e.g. writing a suitable introduction) and give them feedback that will help them work on this.

Ultimately, the goal is to convince students that the success they have can be attributed to the effort that they put in along with the use of appropriate strategies (McCabe, 2009). Attributing any success to the task being easy, luck, or intelligence can have detrimental effects on self-efficacy, while attributing success to effort and perseverance will have the desired effect (McCabe, 2009). In relation to essay writing, the focus could be on the skills required for successful essay writing and teacher feedback is on effort and success in relation to this.

LEARNING INQUIRY

Intervention process

Firstly, I discussed my research with my students and gave them the written information pertaining to my inquiry. I gave my students the diagnostic or preliminary self-efficacy questionnaire (Appendix A) to immediately measure their self-efficacy. This questionnaire was based on Bandura's (2006) self-efficacy scale that measures the students' self-efficacy on self-management, ability to resist peer pressure, and meeting others' expectations, although I adapted it to be more relevant to my inquiry and English.

Secondly, I implemented ideas discussed earlier that related to the building of self-efficacy with my Year 12 students and their essay writing. Ideas included:

- Building on their mastery experience by providing tasks that slowly build in difficulty.
- Building on their vicarious experience through watching a successful peer (or teacher) implement the strategy.
- Providing feedback, both verbally and written, specific to what was done well and what students needed to work on to gain a higher grade.
- Deconstructing the essay question.
- Activities that pulled apart what the word 'analyse' meant and how to apply similar synonyms to essay writing.
- Looking at essay exemplars from NZQA plus past students' work that gained an 'excellence' grade.
- Encouraging the students to talk out-loud while writing their essay which encouraged metacognition and for them to be constantly reflecting on their writing.
- Brainstorming ideas as a class about what could be written for sample essay questions.

- Completing small tasks every day, such as writing a practice introduction or body paragraph to continually utilise good essay writing techniques.

A task during the intervention that worked particularly well was the deconstructing of the essay question and its meaning such as in this question: Analyse how particular techniques are used to challenge society's ideas or beliefs in a visual text you have studied (New Zealand Qualifications Authority, 2010). In this question I highlighted the two sections that students need to ensure they answer in order to pass. As a class we looked at this and brainstormed ideas together to answer the whole question. Students then looked at the essay questions (example above) in this new light and discussed in small groups how they would approach the essay questions and ideas that they had for a specified question. After this deconstruction I questioned the students about their knowledge in analysing an essay question and if they felt that they could do it. The students all told me that they felt a lot more confident and appreciated the fact that they now have synonyms to replace the word 'analyse' with to get them thinking (see Appendix B for more NCEA Level 2 Visual or Oral text questions used with the students).

After the intervention students were required to sit the school internal exams and I asked the students to complete a mini self-efficacy questionnaire after they had sat the exam, but before they had received their graded essays back (Appendix C). This questionnaire was designed purely around the English components of self-efficacy and featured the same questions from this section of the initial questionnaire.

FINDINGS AND DISCUSSION IN RELATION TO ESSAY GRADES

The formative essay grades enabled me to see how the students were doing as a group. These grades are from the first attempt each student had with an essay on that particular text (short, extended, or visual). Each of these essays was written before any self-efficacy intervention had taken place, and before the first self-efficacy questionnaire.

Table 1

Students' Formative Essay Grades Following the First in-class Assessed Essay

Total number of students: 26	% Not Achieved	% Achieved	% Merit	% Excellence
AS90377 - extended text (<i>The Road</i> by Cormac McCarthy) June 2011	54	31	11	4
AS90378 - short texts (<i>The Veldt</i> and <i>August 2026</i> , both by Ray Bradbury, and <i>There Will Come Soft Rains</i> by Sara Teasdale) March 2011 AS90377-extended text (<i>The Road</i> by Cormac McCarthy) June 2011	57	36	7	0
AS90379 - visual text (<i>V for Vendetta</i> by James McTeigue) August 2011	35	49	8	8

It is apparent that as the year went on, more students were passing. While this could be attributed to many different factors, it was important for me to consider the factors that I could help control; developing their skills and attempting to advance their self-efficacy. The internal exam results enabled me to see if there was an improvement in essay writing that related to a rise in grades from the formative assessment.

Table 2

Internal Exam Essay Grades (Not Achieved → Excellence) (September 2011)

	% Not Achieved	% Achieved	% Merit	% Excellence
AS90377 - extended text (<i>The Road</i> by Cormac McCarthy) Internal Exam 2011 - 10 students	40	30	20	10
AS90378 - short texts (<i>The Veldt</i> and <i>August 2026</i> , both by Ray Bradbury, and <i>There Will Come Soft Rains</i> by Sara Teasdale) Internal Exam 2011 - 12 students	58	25	17	0
AS90379 - visual text (<i>V for Vendetta</i> by James McTeigue) Internal Exam 2011 - 24 students	42	42	12	4

Table 2 shows the students that actually attempted each essay and the corresponding grades they received. It was pleasing to see that from 26 students, 24 attempted the visual text essay; this is significantly more than the other two essays on extended text and short texts.

Table 3

External Exam Essay Grades (Not Achieved → Excellence) (November 2011)

	% Not Achieved	% Achieved	% Merit	% Excellence
AS90377 - extended text (<i>The Road</i> by Cormac McCarthy) NZQA Exam 2011 - 12 students	8	75	0	17
AS90378 - short texts (<i>The Veldt</i> and <i>August 2026</i> , both by Ray Bradbury, and <i>There Will Come Soft Rains</i> by Sara Teasdale) NZQA Exam 2011 - 10 students	50	30	20	0
AS90379 - visual text (<i>V for Vendetta</i> by James McTeigue) NZQA Exam 2011 - 25 students	40	44	12	4

FINDINGS AND DISCUSSION IN RELATION TO SELF-EFFICACY

An examination of students' pre- and post-intervention self-efficacy scores uncovered interesting results. Table 4 shows the change in students self-efficacy in relation to the English questions in the questionnaires.

Table 4
Students' Self-efficacy

Total number of students: 25	Students with raised self-efficacy %	Students with lowered self-efficacy %	Students with no change to self-efficacy %
Remember information presented during an English lesson	32	48	20
Understand instructions given to me by my English teacher	36	44	20
Deconstruct the essay question	28	48	24
Write a suitable introduction for an essay	48	28	24
Think of clear points to write about in my essay	28	40	32
Write a suitable conclusion	28	56	16
Understand what 'analysing' means	32	44	24
Analyse the text enough for NCEA Level 2 English	40	52	8
Write a complete and passable essay for NCEA Level 2 English	36	60	4
Get my English teacher to help me when I am confused	32	20	48

When I looked at this data I was immediately concerned as, for the most part, there had been a decline in self-efficacy for students in relation to these things. The positive rise is shown in their belief to 'write a suitable introduction for an essay' which was interesting. We spent quite a lot of time in class over the year learning how to write a unique and interesting essay that would engage the reader right from the beginning. 'Write a complete and passable essay for NCEA Level 2 English' had a sharp decline with 60% of students now measuring their self-efficacy to be less in this aspect. This may have been because they had just had the internal examination a week prior to being asked to complete their second self-efficacy questionnaire and perhaps some of them were not fully prepared for it.

The data presented here differed greatly from the verbal responses I was getting from my students and the 'vibe' of the class. After their internal exam results many students were proud of their results and told me that they now felt more prepared and able to pass the 'real' exam. Students reacted to the internal exam process mostly positively, with many finding it a validating experience of their ability and effort thus far.

FINDINGS AND DISCUSSION IN RELATION TO SPECIFIC STUDENT'S ESSAY GRADES AND SELF-EFFICACY

Student J

Student J was my most promising student, who I encouraged to achieve NCEA Level 2 English with Excellence (14 credits at Excellence level). From the three internal Achievement Standards he received an Excellence grade, (nine Excellence credits). He needed another six in the final exam (two essays).

Before the intervention and the internal exam I discussed this with him and he lacked confidence. Over the course of several discussions I managed to build his self-efficacy verbally through one-on-one tips, praising his effort, and helping him with developing his higher-order critical thinking skills. During the lessons that were based around building self-efficacy, I made several references to what to do to gain Excellence, and how I would go about doing it if I was a student. I could see that he was writing notes about this and he appeared focused.

In relation to what to do to gain Excellence in the exam I showed all students the marking achievement criteria and they re-wrote it in their own words. Students then read the Excellence exemplar and annotated how and why they believed it was Excellence based on the original achievement criteria and their 'own' example in their own words.

Table 5 provides data related to Student J's self-efficacy pre- and post-intervention.

Table 5
Student J's Self-efficacy Pre- and Post-Intervention

Student J	Pre-Intervention	Post-Intervention
Remember information presented during an English lesson	60	70
Understand instructions given to me by my English teacher	70	90
Deconstruct the essay question	70	70
Write a suitable introduction for an essay	70	100
Think of clear points to write about in my essay	50	80
Write a suitable conclusion	60	90
Understand what 'analysing' means	80	100
Analyse the text enough for NCEA Level 2 English	90	100
Write a complete and passable essay for NCEA Level 2 English	90	100
Get my English teacher to help me when I am confused	20	60

The numbers in the table refer to the self-efficacy score which was out of 100. For example, Student J feels 100% confident that he can understand what 'analysing' means after the intervention, whereas before he was only 80% confident.

It is clear that after the intervention (class-wide and individually) student J had improved self-efficacy in nine out of ten areas; the tenth (deconstruct the essay question) remained the same. Interestingly, the largest increase (from 20 to 60) was for the statement 'get my English teacher to help me when I am confused'. This probably was based on the extra discussions and encouragement that I gave him.

Table 6
Student J's Essay Grades

Student J	Pre-Intervention	Post-Intervention	Exam November 2011
AS90377 - extended text (<i>The Road</i> by Cormac McCarthy)	E	E	V
AS90378 - short texts (<i>The Veldt</i> and <i>August 2026</i> , both by Ray Bradbury, and <i>There Will Come Soft Rains</i> by Sara Teasdale)	E	V	E
AS90379 - visual text (<i>V for Vendetta</i> by James McTeigue)	E	E	E

Note: N = Not Achieved A = Achieved M = Merit E = Excellence V = Void (did not complete)

From the essay grades it is clear that Student J can achieve an Excellence. He chose to void one essay, thus focusing on two essays which is what I discussed with him. For his extended text essay he received an Excellence; he was one of only two students in Year 12 to receive an Excellence for this essay from a total of 130 students. I told him this information and attributed this success to effort and developing belief.

While Student J could not achieve any higher that year, and I could not see that his essay grades had risen in response to the intervention, he was on a confirmed path to gain NCEA Level 2 English with Excellence and was a candidate for Scholarship the following year. It is clear that his self-efficacy in essay writing had risen in 90% of the self-efficacy aspects explored and this was seen in his sustained gaining of Excellence grades. With Student J, it was about convincing him that the success he had could be attributed to the effort that he put in (McCabe, 2009). During interviews with Student J he noted that he was starting to realise that while he was academically-able in English, the effort he was putting in was worthwhile. At the time of writing this article, I am able to report that Student J received English Endorsed with Excellence after the November examinations.

Student R

Student R was an average-ability student who preferred Mathematics and Science to English. The intervention attempted to build her self-efficacy through mastery experience by completing essays at home for practice, thus developing skills and improving ability (St. George & Riley, 2008). I also worked to improve Student R's self-efficacy through vicarious experience because I encouraged students to work together to develop a clear essay that analysed the text, thus figuring out the best strategy to use (Stipek, 1998).

Table 7
Student R's Self-efficacy Pre- and Post-Intervention

Student R	Pre-Intervention	Post-Intervention
Remember information presented during an English lesson	80	90
Understand instructions given to me by my English teacher	78	90
Deconstruct the essay question	40	80
Write a suitable introduction for an essay	75	95
Think of clear points to write about in my essay	30	80
Write a suitable conclusion	15	75
Understand what 'analysing' means	12	70
Analyse the text enough for NCEA Level 2 English	15	80
Write a complete and passable essay for NCEA Level 2 English	12	80
Get my English teacher to help me when I am confused	100	100

Table 7 presents Student R's pre- and post-self-efficacy scores. With Student R it is clear that she has had a significant increase in her self-efficacy, except the final statement which was already at the highest point. Through the mastery experience development and the writing of practice essays to familiarise herself with the standard required, and the peer-work in class, it appears that this has had the desired positive effect on self-efficacy.

Table 8
Student R's Essay Grades

Student R	Pre-Intervention	Post-Intervention	Exam November 2011
AS90377 - extended text (<i>The Road</i> by Cormac McCarthy)	A	A	V
AS90378 - short texts (<i>The Veldt</i> and <i>August 2026</i> , both by Ray Bradbury, and <i>There Will Come Soft Rains</i> by Sara Teasdale)	N	V	E
AS90379 - visual text (<i>V for Vendetta</i> by James McTeigue)	M	A	A

Note: N = Not Achieved A = Achieved M = Merit E = Excellence V = Void (did not complete)

While it can be suggested that Student R needs continued assistance to further develop her essay writing skills, the fact that the final self-efficacy questionnaire was given to her to be completed one full week after the internal exam grades were delivered to her and she was asked to reflect upon them, it is clear that she was thinking positively. During an interview with Student R she remarked on several activities that had taken place during the intervention and what she had found useful. She felt that the deconstruction of the essay question was extremely helpful in her understanding of what she was required to do. She also enjoyed the group/peer essay and learning with her peers. At the time of writing this article, I am able to report that Student R received English Endorsed with Excellence after the November examinations.

SUMMARY AND CONCLUSIONS

Teaching as Inquiry is a pedagogy based on teachers inquiring into the impact of their teaching on their students. It involves a cyclical process that includes three phases – a focusing inquiry, a teaching inquiry and a learning inquiry. This paper has described a Teaching as Inquiry project which sought to uncover how I, as a Year 12 English teacher, could improve my students' self-efficacy in relation to their literature-response essay writing. I implemented activities which developed students' mastery experience, vicarious experience, confidence and self-belief. A pre- and post-questionnaire measuring students' self-efficacy, and interviews and observations with two focus students, revealed that the teaching intervention was successful in improving my students' self-efficacy. Research has consistently shown a direct correlation between high self-efficacy and achievement (Alderman, 2008). This study has shown me how I can positively influence the self-efficacy of my students and thus bring about more positive outcomes.

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AUTHOR'S PROFILE

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APPENDICES

APPENDIX A: SELF-EFFICACY QUESTIONNAIRE

Year 12 English Self-efficacy Scale

(Ideas taken and adapted from: Bandura, A. (2006). Guide for Constructing Self-efficacy Scales. In F. Pajares and T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 326-327). USA: Information Age Publishing Inc.

This questionnaire is designed to help me get a better understanding of the kinds of things that are difficult for you in English.

Please rate how certain you are that you can do each of the things described below by writing the appropriate number.

Your answers will be kept strictly confidential and will not be identified by your name. If I refer to your answers in my research you will be referred to as a letter of the alphabet.

(If you would prefer not to answer any of the statements below just leave blank.)

Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:

0	10	20	30	40	50	60	70	80	90	100
Cannot					Moderately					Highly
do at all					certain					can do
					can do					

How confident are you that you can:

Self-efficacy in Enlisting Social Resources

Confidence (0-100)

Get the teacher to help me when I get stuck on English work	_____
Get another student to help me when I get stuck on English work	_____
Get adults to help me when I have social problems	_____
Get friends to help me when I have social problems	_____

Self-efficacy for Academic Achievement

Confidence (0-100)

Learn Mathematics	_____
Learn Chemistry	_____
Learn a foreign language	_____
Learn English essay writing skills	_____
Learn English grammar	_____
Learn Classical Studies	_____

Self-efficacy for Self-regulated Learning

Confidence (0-100)

Finish my homework assignments by deadlines	_____
Get myself to study when there are other interesting things to	_____
Always concentrate on schoolwork during class	_____
Take good notes during class instruction	_____
Get myself to do schoolwork	_____
Use the library to get information for assignments	_____
Remember information presented in class and textbooks	_____
Arrange a place to study without distraction	_____

Self-regulatory Efficacy**Confidence (0-100)**

Resist peer pressure to do things in school that can get me into trouble _____

Stop myself from being truant when I feel bored or upset _____

Resist peer pressure to smoke, drink alcohol, or take drugs _____

Control my temper _____

Resist peer pressure to have sex _____

Self-efficacy to Meet Others' Expectations**Confidence (0-100)**

Live up to what my parents expect of me _____

Live up to what my teachers expect of me _____

Live up to what my peers expect of me _____

Live up to what I expect of myself _____

Social Self-efficacy**Confidence (0-100)**

Make and keep friends of the opposite sex _____

Make and keep friends of the same sex _____

Carry on conversations with others _____

Work well in a group _____

Self-assertive Efficacy**Confidence (0-100)**

Express my opinions when classmates disagree with me _____

Stand up for myself when I am being treated unfairly _____

Get others to stop annoying me or hurting my feelings _____

Self-efficacy in Relation to English**Confidence (0-100)**

Remember information presented during an English lesson _____

Understand instructions given to me by my English teacher _____

Deconstruct the essay question _____

Write a suitable introduction for an essay _____

Think of clear points to write about in my essay _____

Write a suitable conclusion _____

Understand what 'analysing' means _____

Analyse the text enough for NCEA Level 2 English _____

Write a complete and passable essay for NCEA Level 2 English _____

Get my English teacher to help me when I am confused _____

APPENDIX B: NCEA LEVEL 2 VISUAL TEXT ESSAY QUESTIONS

Write an **essay** of AT LEAST 300 words for your answer.

Make sure you **answer the topic fully**.

Support your discussion with **specific evidence** from the text.

Visual text topics

Visual techniques might include camera work, editing, lighting, set, costume, positioning and movement of characters, and graphic style.

Sound/verbal techniques might include dialogue, intonation, pitch, pace, captions, call-out boxes, music, sound effects, voice-over, and language techniques, or the deliberate omission of any of these techniques.

1. Analyse how particular **techniques** are used to encourage the viewer to form **a positive or negative view of a character** in a visual text you have studied.
2. Analyse how **visual techniques and sound or verbal techniques** are combined to manipulate **viewer response** in a visual text you have studied.
3. Analyse how **mood or atmosphere in a setting** is created for a particular purpose in a visual text you have studied.
4. Analyse how **time** is manipulated for a particular purpose in a visual text you have studied.
5. Analyse how **visual techniques** are used to develop deeper **ideas** in a visual text you have studied.
6. Analyse how particular **techniques** are used to challenge **society's ideas or beliefs** in a visual text you have studied.

APPENDIX C: FINAL SELF-EFFICACY QUESTIONNAIRE

Year 12 English Self-efficacy Scale

(Ideas taken and adapted from: Bandura, A. (2006). Guide for Constructing Self-efficacy Scales. In F. Pajares and T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 326-327). USA: Information Age Publishing Inc.

This second questionnaire is designed to help me get a better understanding if anything you previously found difficult in relation to your essay writing has improved.

Over the past term you have completed activities individually, in groups, and as a whole class to try and grow your self-efficacy. Some of these activities I have made the purpose clear to you, while others I have woven into the lesson.

Think about your study routine leading up to the internal examination, your results from the examination, and your frame of mind now entering into the NCEA L2 English exam.

Please rate how certain you are that you can do each of the things described below by writing the appropriate number.

Your answers will be kept strictly confidential and will not be identified by your name. If I refer to your answers in my research you will be referred to as a letter of the alphabet.

(If you would prefer not to answer any of the statements below just leave blank).

Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:

0	10	20	30	40	50	60	70	80	90	100
Cannot					Moderately					Highly
do at all					certain					can do
					can do					

How confident are you that you can:

Self-efficacy in Relation to English

Confidence (0-100)

Remember information presented during an English lesson	_____
Understand instructions given to me by my English teacher	_____
Deconstruct the essay question	_____
Write a suitable introduction for an essay	_____
Think of clear points to write about in my essay	_____
Write a suitable conclusion	_____
Understand what 'analysing' means	_____
Analyse the text enough for NCEA Level 2 English	_____
Write a complete and passable essay for NCEA Level 2 English	_____
Get my English teacher to help me when I am confused	_____