Literacy Skills and Pedagogical Strategies in Preschool: Action research

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History of the research project

Collaborative research and perfecting (Five year period)

- Prevention of learning difficulties
- Intervention on success/risk factors as early as preschool: competencies in literacy...
- Innovations: pedagogical strategies
  - Readings and mentoring meetings
  - Cohort of professional development activities by peers

Action research: 2004-2006

- Validation of pedagogical devices-sequences of activities (oral, reading and writing), literacy workshops
- Validation of observation tools and evaluation of competencies in literacy (2005-2006) : internal grant UQO

Moreau, Leclerc et Landry
(August 2007)
What are the devices, conditions that promote the development of competencies in literacy (oral, reading, writing) in inclusive preschool classes?

What impact do these pedagogical devices have on preschool students?
Approach

Premise
For a young reader-writer, there are as many associations as distinctions that must be made in reading and writing, as long as we favor them: transfer of learning.

A novice student who is aware of the possible interactions between reading and writing would be more apt to employ reading as a means to learn writing, and writing as a means to learn reading (Giguère, 1997).
Approach focusing on specific learning

- Oral
- Reading
- Writing

Timeline:
- Oral: 3 years
- Reading: 4 years
- Writing: 5 years
- timeline: 6 years

Moreau, Leclerc et Landry
(August 2007)
Approach integrating competencies: oral, reading, writing

Timeline: 3 years, 4 years, 5 years, 6 years

(August 2007)
"...it is the capacity of using language and images, of rich, varied forms, in order to read, write, listen, speak, see, represent and think in a critical manner. It allows the exchange of information, interaction with others and production of meaning; it is a complex process which consists of using one’s past knowledge, culture and experience to acquire new knowledge and better understand our surroundings."

(Ministry of Ontario, 2004).

Moreau, Leclerc et Landry
(August 2007)
How to favour the associations

**Evoke the transfer**  
(Portine, 1994; Tauveron, 2002; Tardif, 2006)

- Integrating project, pedagogical sequence from oral to reading and writing, and back to oral:

  Use of oral to stimulate reading, reading to stimulate writing, and writing to stimulate oral reflection...

- How to evoke a learning transfer?

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(August 2007)
How to favour the associations

Favour the transfer using strategies:

- **Questioning** and dialoguing on the associations developed between past knowledge and the purpose of the language (interpretation of noises, songs, images, electronic text or on paper) and on the linguistic and meta-linguistic distinctions or cognitive strategies.
- **Offer support** by modeling examples, by presenting choices...
- **Read, read a second time, read out loud** (repeat when necessary...)
- **Reformulate orally** the stories read, ask questions about the text.
- **Arouse writing** (like a child of...) draw or write a short text after reading: invent or change the ending, change the story using one or a few images (legends for children), invent a similar problem, complete a text of an unfinished story, summarize the main idea of the text, use models to write...
- **Arouse reflection**: the author’s chair- reflecting on own accomplishments and auto evaluation.
Conjects that animate us

- Inclusive education
  (Moreau, Maltais and Herry, 2005)

- At risk students: characteristics
  (Saint-Laurent, 2002)

- Competencies in literacy
  (Giasson, 2005; Saint-Laurent et al. 2001; Whitehurts and Lonigan, 1998; Maltais, 2001...)

- Social, cognitive and meta-linguistic dimensions:
  writing awareness, phonological awareness
  (J. Thériault, 1998; Brodeur, 1999; Stranké, 2000)

- School and familial literacy
  (Saint-Laurent, Giasson and Drolet, 2001)

- Strategic teaching
  (Tardif, 1997; 1999)
A few pedagogical principles

 ✓ Promote language learning, oral-reading-writing, in a natural, significant context...
 ✓ Encourage the child to take risks and value his attempts
 ✓ Value reading and written productions through sharing and publication.
A few pedagogical principles

- Intervene on cognitive and meta-cognitive clarity:
  - Writing awareness (what is it? Why? And How?): Reflect on conduct linked with reading and writing
  - Knowledge and meta-linguistic capacities
    - Knowledge of terms that structure the written language
    - Phonological awareness and control: reflection...
    - Knowledge of letters
    - Awareness of cognitive strategies
    - Knowledge of rules linked with the alphabetical process...
- Self-confidence in a context of literacy: attitudes
- Develop an educational environment of quality: rich, stimulating, ludic (games, ludic activities)...

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Educational environment of quality promoting competencies in literacy: What is it?
Activities and strategies in literacy - ASL

Multiple activities in literacy
- Morning message
- Story reading
- Independent reading workshop
- Legends for children
- Author’s chair
- Reading with parents
- Collective story
- Rimming games / Noises of letters
- Individual creations
- Invented stories
- Diverse creations (computer)
- Writing workshops
- Portfolio

Pedagogical strategies
- Questioning (zone of proximal development)
- Group interaction
- Modeling writing procedure
- Valorization
- Parents’ participation
- Program: Raconte-moi l’alphabet
- Explicit teaching: alphabetical principle
- Beginning of spelling
Research question

What impact do activities and strategies have on the development of competencies in literacy?

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Method

Approach
- Observation/evaluation period: April - May 2006

Participants
- 52 students divided in three groups
  - 5.6 years - age mean
  - Low socio-economic status

Research plan

<table>
<thead>
<tr>
<th>Non-equivalent groups</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental groups ASL</td>
<td>B&lt;sub&gt;1&lt;/sub&gt; - B&lt;sub&gt;2&lt;/sub&gt;</td>
<td>a&lt;sub&gt;1-2-3-4-5-6-7&lt;/sub&gt;</td>
</tr>
<tr>
<td>Control group No-ASL</td>
<td>C</td>
<td>a&lt;sub&gt;1-2-3-4-5-6-7&lt;/sub&gt;</td>
</tr>
</tbody>
</table>

Groups in ASL: B1-B2 (16/17 students of low socio-economic status)
- Multiple activities in literacy

Control group - C (19 students of low socio-economic status)
- Reading stories in a big group
- Reading stories with parents
- Writing first name on activity papers
- Reproduction of a text: production of cards
- Participation in reading and writing activities with peers of higher grades

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Method

Measure: tools, procedures

- Testing of writing awareness – interview
- Measure of phonological awareness
  *(Entrainement phonologique, Les éditions de la Cigale, Grenoble, 1998 – cinq épreuves normatives testées auprès 2500 enfants)*
- Meta-linguistic test- Interview
  *(Inspiré de Clay, M. M (2003), Le sondage d’observation en lecture-écriture, : les concepts reliés à l’écrit, p. 77-84, Montréal: Chenelière/McGraw-Hill.)*
- Testing knowledge of sounds and letters- individual interview
- Writing indicator- legend for children: drawing, scribble, pseudo letter, letter, words-expressions
- Auto-evaluation of activities indicator (attitudes)- paper questionnaire
  *(Inspiré de Dubuc, 2001)*

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## Results

<table>
<thead>
<tr>
<th></th>
<th>Group B1 - ASL Mean</th>
<th>Group B2 - ASL Mean</th>
<th>Groupe 3 –Control Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>5.8</td>
<td>5.44</td>
<td>5.65</td>
</tr>
<tr>
<td><strong>Phonological awareness</strong></td>
<td>14.8</td>
<td>15.7</td>
<td>14.1</td>
</tr>
<tr>
<td><strong>High Indicator of difficulty</strong></td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Meta-linguistic knowledge</strong></td>
<td>13.4</td>
<td>7.75</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>Knowledge of letters</strong></td>
<td>19.8</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td><strong>Knowledge of sounds</strong></td>
<td>15.7</td>
<td>13.4</td>
<td>0.45</td>
</tr>
<tr>
<td><strong>Writing steps</strong></td>
<td>3.4</td>
<td>3.9</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Attitude-tasks</strong></td>
<td>5.8</td>
<td>6.8</td>
<td>6.2</td>
</tr>
</tbody>
</table>

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Results
Writing awareness: “What is reading?”
“Why do we learn to read?” “What do you do when you read?”

ASL group
Functions
to write letters
to do homework
to write stories
to go to first grade
to learn new things
learn to read novels
learn to read on a watch
to write information while on the phone
to write messages
it’s to write a letter
to remember what it is that we need to do

Control group
"I don’t know"

Conduct
I look at the images
I look at the pages
I look at some pages
I look at the pages
to do homework
I look at some pages
to read the words
to write letters
I look at the pages
to do homework
I look at some pages

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Reflection

Remember...

- Pedagogical changes: continuous process
- Many dimensions, linked with the student, with professionals, with the school personnel: consultation and coherence in practices.
- Diversified activities and strategies
- ASL- cognitive and meta-cognitive dimensions: phonological awareness, knowledge of sounds and names of letters, meta-linguistic language...

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Reflection

To go even further

- Need for evaluation tools: assessment...
- Need for developing consultation strategies: professional learning communities
- Evaluate trajectories in transition periods: continuity, difficulties...
Reflection

Limits
- Results associated with the groups

Questions

Discussion

Thank you!

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