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**STUDY OF MALIAN PRIMARY TEACHERS' BELIEFS,
ATTITUDES AND PRACTICES WITH RESPECT
TO LEARNING TO READ AND WRITE**

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**Study of Malian Primary
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and Practices with Respect
to Reading and Writing
Teaching and Learning**

This report was prepared by Norma Evans of Education Development Center, Inc., in collaboration with Mali's Ministry of Education, Literacy and National Languages (MEALN) for the USAID/PHARE program. The author gratefully acknowledges the invaluable contribution of Rebecca Rhodes (EDC) and the PHARE teacher training team to the data collection, analysis and interpretation process.

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INTRODUCTION

The Malian government is committed to ensuring that teachers possess the pedagogical competencies and classroom materials needed to help all students be successful learners. If this goal is to be met, the Ministry of Education must make considerable advances in improving students' reading and writing skills.

There is general agreement that in order to achieve this goal, teachers must teach "better". However there is little agreement on what specific aspects of teachers' reading and writing instructional practices need to change if students are to perform at desired levels. No systematic assessments have been conducted to measure the extent to which teachers' literacy instructional practices, attitudes and beliefs align with what evidence-based research tells us about "good" language teaching. In the absence of such data, Malian decision makers are unable to identify what specifically needs to be adjusted at the classroom level in order to improve students' reading and writing abilities.

In August 2008, the United States Agency for International Development (USAID) launched a program to assist the Ministry of Education in improving students' reading/writing performance. The PHARE (**P**rogramme **H**armonisé d'**A**ppui au **R**enforcement de l'**É**ducation) program, implemented by the Education Development Center (EDC), is dedicated to helping the Ministry of Education deliver on its commitment to ensuring all children leave primary school able to read and write.

One of the first initiatives undertaken by the program in 2008 was the development, in collaboration with the Ministry of Education, of student performance standards and accompanying grade-specific benchmarks for reading and writing. The standards and benchmarks clearly articulate the specific skills and students should have developed, for each of the 9 reading and writing competencies, by the end of grades 2, 4 and 6.

The results of the December 2008 Early Grade Reading Assessment (EGRA) pilot provide an initial indication of the degree to which Malian students are underperforming in the key areas of reading and writing. One third of grade two students tested could not recognize any letters of the alphabet. The vast majority of students (86%) could not read any of the most common, familiar words listed. Not surprisingly, when presented with a short text, 96% of children could not read any of the words. Although grade four students performed better on the test, nine percent of them were still unable to recognize any of the letters of the alphabet and one student out of two (48%) was unable to read the most common, familiar words. The majority (65%) of students at this grade level were unable to read any of the words in a short, age-appropriate text. Although the EGRA data were collected using draft instruments and hence the results cannot be interpreted as definitive, they do suggest the majority of Malian classrooms are not providing learners "with competencies enabling them to participate actively in public life or to continue their studies," as is called for in the country's fundamental law on education.

Over the next four years the program will assist the Ministry in developing instructional materials and teacher training programs to ensure that students develop these competencies. As part of the development process, the program will work with the Ministry to collect, on periodic basis, data on teachers' dominant instructional practices in reading and writing classes. This report summarizes the results of the first such study. Carried out in December 2008 and January 2009, it attempts to inventory Malian primary teachers' instructional practices with respect to reading and writing, as well as their professed beliefs, attitudes about how children learn to read, with a view to examining the extent to which their practices and beliefs align with recent evidence-based research on reading instruction. The results will enable the PHARE program to identify the areas in which Malian teachers' practices and beliefs diverge significantly from what research says about effective reading teaching, as well as areas in which they align. This information will in turn allow the Ministry to design targeted training programs and learning materials that will address the specific professional development needs and priorities of Malian primary teachers.

The report is organized into 4 sections. Section 1.0 describes the design of the research study, including the sampling techniques, data collection instruments used, training provided to data collectors and data entry and analysis techniques.

Section 2.0 reviews the results of the data analysis and the principal findings with respect to teachers' dominant instructional practices, their beliefs and attitudes with respect to language learning, and their perceptions of the reading/writing professional development activities they have received.

Section 3.0 summarizes the primary conclusions and recommendations with respect to teacher training and instructional materials development.

Section 4.0 presents the list of schools in which data was collected, the questionnaires used for data collection purposes, as well as detailed data analysis tables.

1.0 RESEARCH STUDY DESIGN

The study was largely quantitative in nature. Data were generated by having teachers respond to a written questionnaire. Nonetheless, the questionnaire did query qualitative information, including teachers' perceptions of their dominant instructional practices with respect to reading and writing and their professed beliefs and assumptions about how children learn to read and write. Likert scales were used to qualify the extent to which the teachers integrate a given instructional practice into their daily teaching, as well as the degree to which they agreed or disagreed with a given statement. The data collected was then analysed to determine the impact of a number of factors (zone, type of instructional program taught, grade level taught, sex, preservice training) on teachers' practices and beliefs.

1.1 Sample

Data was collected from the 74 schools that participated in the EGRA pilot data collection in December 2008 and January 2009. Over half of the schools where the teacher questionnaire was administered (56%) were following the bilingual "curriculum" program. This program uses local language (mother tongue) as the language of instruction in grade one and then gradually introduces French as a parallel medium of instruction beginning in grade two. In the remaining 33 schools (44%), teachers were implementing the classical French language program, which uses French as the sole medium of instruction, beginning in grade one.

It must be acknowledged that the sample size for this study was quite small (74). However, the schools were selected from 13 school districts (CAPs) and 8 of 16 regions (Academies) across the country. (See list of Academies, CAPs and schools, Appendix 4.1.) Priority in school selection was placed on type of instructional program offered (curriculum or classical), in the interest of examining whether teachers' instructional practices and professed beliefs about reading instruction and about how children learn to read are a function of the language of instruction (mother tongue or second language). For that reason, in each CAP or school district, data collectors were instructed to administer questionnaires to grades two and four teachers in four schools using the classical program (French language instruction) and four using the bilingual curriculum program. No attempt was made to control the geographic zone in which the schools were situated (rural versus urban) or teachers' professional status (community or civil servant/contractual). As a result, although 41 curriculum and 33 classical schools participated in the study,¹ the curriculum schools tended to be located in urban or semi-urban areas and the classical schools in rural areas.

¹ All of the schools in one of the school districts selected, Niéna, were following the curriculum program. This explains why there is not an equal distribution of curriculum and classical schools in the sample.

Questionnaires were administered to all grades two and four teachers in the schools visited. Overall, a total of 258 teachers participated in the study. Almost two thirds of them (64% or 161 teachers) were teaching in curriculum schools. The remaining one third (36%) were following the classical program. The overrepresentation of teachers using the curriculum program is a function of the location of curriculum versus classical schools selected for the sample, with the former being located primarily in urban areas, with larger student and teaching populations, and the latter being located in rural areas, where schools are smaller and as a result, there are few teachers on staff. As a result, teachers teaching the curriculum program are over represented in urban zones, and underrepresented in rural areas. The differences are significant.² Three quarters (73%) of teachers in urban areas were teaching in curriculum schools and 28% in classical schools. This is important to consider when interpreting the results of the study.

Table 1: Teaching sample, by zone

Type of school	Rural	Urban	Total
Classical	56 (60%)	38 (40%)	94 (37%)
Curriculum	59 (37%)	102 (63%)	161 (63%)
Total	115(45%)	140 (55%)	N=255

The majority of teachers who participated in the study (73%) were Civil service teachers or teachers on state contracts. The remaining were community-based teachers, recruited and remunerated by the local community. Curriculum and urban schools were more likely to be staffed by Civil Service/contractual teachers than Community-based teachers. The teaching staffs of classical schools, on the other hand, tended to be evenly divided between Community and Civil Service/Contractual teachers. The differences in the staffing are significant.³ A child in a curriculum school is far more likely to have a Civil

Service/contractual teacher than his/her counterpart in a classical school. Once again, this is an important point to keep in mind when interpreting the results.

- *Children in classical schools are more likely to have younger, non-tenured (i.e., community) teachers, with fewer years of teaching experience.*
- *Children in curriculum schools are more likely to have older, tenured and more experienced teachers.*

² Chi square of 12,601, df=1, p=,000

³ Chi square of 25,543, df=1, p=,000

School	Community	Civil Servant	Total
Classical	42 (46%)	49% (54%)	91 (36%)
Curriculum	27 (17%)	135 (83%)	162 (64%)
Total	69 (27%)	184 (73%)	N= 253

The teaching population in the sample was relatively young; 45% were under 30 years of age and three quarters (76%) were under 40. Community teachers were generally much younger than their Civil Service/Contractual counterparts.⁴ Since Community teacher were significantly more likely to be teaching the Classical programs, these schools tended to be staffed by younger teachers⁵, with fewer years of teaching experience⁶ and formal education. Almost two third (60%) of Civil service/contractual teachers had a certificate from the IFM (or higher), compared with 19% of the community-based teachers.⁷

There are no gender based differences with respect to professional status. Men make up 51% of both the Community-based and the Civil Servant/contractual teachers. However, there were significant gender-based differences with respect to zone: 60% of teachers in rural areas are men, versus 43% in urban areas. Women are far more likely to be teaching in urban centers than in rural areas⁸

School/teacher status	18 - 30	31-40	41-50	51 and Over	Total
Classical	57 (63%)	19 (21%)	10 (11%)	5 (6%)	91 (37%)
Curriculum	53 (34%)	58 (37%)	36 (23%)	9 (6%)	156 (63%)
Community	42 (65%)	17 (26%)	5 (8%)	1 (2%)	65 (23%)
Civil Service/contractual	64(36%)	60 (34%)	41 (23%)	13 (7%)	178 (77%)

1.2 Instruments

Teachers were asked to respond to a seven-part questionnaire. (See Appendix 4.2 for copies of questionnaires). In all, four different questionnaires were used: two for curriculum teachers (one for grade 2 and one for grade 4) and two for classical teachers (one for grade 2 and one for grade 4). Each of the instruments contained a set of common items, as well as

⁴ Chi square of 18,490, df=3, p=,000

⁵ Chi square of 20,018, df=3, p=,000

⁶ Chi square of 16,667, df=3, p=,001

⁷ Chi square of 65,054, df=5, p=,000

⁸ Chi square of 7,423, df=1, p=,006

items specific to the grade level and/or program of instruction in question. The questionnaire contained multiple choice questions, items asking teachers to indicate the degree to which they agree (or disagree) with a particular statement and items asking teachers to indicate the frequency with which they provide students with opportunities to engage in particular types of learning activities, or that they use a particular instructional strategy.

The new student reading and writing standards and benchmarks served as the basis for the development of the different questionnaires. Teachers were asked to identify at what grade level they thought students would first be able to demonstrate the competencies and skills outlined in the standards. They were also asked to describe the degree to which they currently provide students with opportunities to develop the different reading and writing skills and competences outlined in the standards for their particular grade level.

The questionnaire was designed to provide the Ministry of Education and PHARE program staff with some insights into the specific reading and writing skills and competencies that primary teachers stress in their classroom instruction, as well as those that teachers do not stress, or do not stress sufficiently. It was also designed to provide some indication as to teachers’ beliefs or perceptions about the appropriateness of certain literacy development activities.

TABLE 4: TEACHER QUESTIONNAIRE

<i>Part</i>	<i>Focus of data collection</i>
Part A	General Information (sex, age, training, program taught (Curriculum/Classical), grade level taught (grade 2 or grade 4), zone (rural/urban))
Part B	Personal literacy practices; Degree of in-class support teachers receive in the way of materials, supervision, etc. to help them improve their reading/writing instructional practices
Part C	Extent to which students have the opportunity to participate in learning activities designed to develop the skills and competencies outlined in the Ministry’s student standards
Part D	Extent to which the teaching strategies outlined in the new teacher reference set and the accompanying teacher’s guide are currently part of teachers’ daily instructional practices or considered by them to be important in supporting students’ reading development
Part E	Beliefs about students’ abilities, about the process of learning to read and writing, and about age-appropriate learning activities

Part F Beliefs about the grade level at which student will first be able to demonstrate mastery of the skills and competencies outlined in the standards document

Part G Reading/writing inservice activities teachers have participated in over the past 3 years

1.3 Data Collector Training

The questionnaires were administered by PHARE program staff members who had participated in the development of the student standards and benchmarks for grades 2, 4 and 6. A total of 6 data collectors were identified and trained in December 2008. The training consisted of orienting the data collectors to the study and its purpose, reviewing each of the questions in the questionnaires with them and establishing protocols for administering the questionnaires in schools.

1.4 Data Collection Schedule

Data was collected in the schools selected to participate in the EGRA pilot study. Data collectors traveled with the EGRA evaluation teams and had teachers complete the questionnaires while the EGRA team evaluated the reading abilities of students in grades two and four. Questionnaires were administered individually to all grades 2 and 4 teachers in the school.

Data was collected in the Gao, Kati, Kayes, Sikasso, Ségou and Mopti regions in December 2008. Teachers in the schools in the Bamako regions were surveyed in January 2009.

1.5 Data Analysis

Data from the questionnaires was entered into an EXCEL template by PHARE program staff, cleaned, and then exported into SPSS for analysis. Analysis consisted of basic descriptive statistics (mean, median, mode and frequency distributions), as well as cross tabular analysis (Chi square) to determine whether there were any significant differences in teachers' perceptions and/or practices with respect to the various factors retained (sex, training, zone, professional status, grade level, etc.).

2.0 DISCUSSION OF RESEARCH FINDINGS

2.1 Teachers' Personal Literacy Practices

Section B of the questionnaire asked teachers to describe their personal literacy practices. This is important, as the degree to which teachers enjoy reading and writing, and the extent to which they participate in reading and writing activities outside of school time, can have an impact on the type of literacy environment they create in their classrooms.

Enjoyment of reading – The vast majority of teachers (98%) report that they like to read. Interestingly enough, teachers in Classical schools and Community-based teachers report a higher level of enjoyment of reading than their counterparts teaching in Curriculum schools or Civil Service/contractual teachers. The differences in both cases are significant. Interest in reading is not gender dependant; there are no significant differences between men and women with respect to enjoyment of reading. There are also no significant differences with respect to grade level taught. Grade 2 teachers enjoy reading as much as their Grade 4 colleagues.

Classical and community-based teachers enjoy reading more – and write more often - than Civil service/contractual and Curriculum teachers.

Age is not a determinant in teachers' personal literacy practices. There are no significant differences between younger and older teachers' personal reading practices, nor are there any significant differences with respect to their expressed interest in reading. Education level also does not have any bearing on personal reading practices or an individual's interest in reading.

Frequency of personal reading activities - Of the teachers who do read, about half report reading for pleasure once or twice a week. The other half read for pleasure 3 or more times a week. Neither age, nor professional status, nor gender, nor zones of intervention has any significant impact on the frequency with which teachers who enjoy reading actually engage in personal reading activities. Rural teachers are just as likely to read 3 or more times a week as their counterparts in urban settings.

Access to reading materials - Despite the fact that the majority of teachers report that they read frequently (1 to 2 times a week), only 30% of teachers have access to a place where they can borrow reading materials. Not surprisingly, teachers in urban settings are significantly more likely to have access to libraries or book collections than teachers in rural settings, as are civil service/contractual teachers (who, in our sample, are over represented in urban settings). Less than one out of two teachers reports having borrowed books from a library at some point. Civil Service/contractual teachers are significantly more likely to have borrowed books than their Community-based colleagues.

Having access to a library or a book collection does not seem to have any significant impact on the amount of personal reading teachers do. Teachers who do have access to such places do not read more than teachers who do not.

Table 5: Teacher’s personal reading habits

		Do you read for pleasure outside of school?				
		No	1-2 times a week	3+ times a week	Don’t know	TOTAL
Is there somewhere in your community where you can borrow books?	No	4 (2%)	88 (51%)	79 (46%)	2 (1%)	173
	Yes	0 (0%)	36 (51%)	35 (49%)	0 (0%)	71
	Don’t know	0 (0%)	6 (56%)	5 (46%)	0 (0%)	11
	TOTAL	4 (2%)	130 (51%)	111 (47%)	2 (1%)	255

Frequency of personal reading activities - In terms of personal writing, half of the teachers surveyed report never having written a letter over the past 4 months. About one third has written two or more times letters during the same period. Only 10% of teachers are frequent writers.⁹ There are significant differences in the personal writing habits of Classical and Community-based teachers. Both are far more likely to engage in personal writing than Curriculum and Civil Service/Contractual counterparts.

2.2 Teachers’ Dominant Instructional Practices

Sections C and D asked teachers to indicate the frequency with which their students have the opportunity to engage in certain types of learning activities, and the frequency with which they themselves carry out certain instructional activities. Teachers could chose between 3 or more times a week, 2 times a week, 2 or three times per month, once a month (or less) or never. Teachers who reported carry out an activity 2 or more times a month were considered to engage in the activity “frequently”. Those who reported carrying out an activity once a month or less were considered to engage in the activity “rarely”.

Teachers also had the option of labelling an activity listed as inappropriate for the age level in question. The latter was included as a means of isolating those skills or competencies that teachers are unlikely to incorporate into their practice - either because they do not view students as being capable of mastering them, or because they do not consider the activity to be an important contributor to students’ reading/writing development for the age level in question. This is an important indicator of their perceptions of how reading/writing develop –

⁹ Teachers were considered to be frequent writers if they wrote for an audience 7 times or more over a 4 month period.

and of the skills that can and should be developed at particular age levels. Since each of the activities listed in sections C and D contributes to a skill or competency specified in the student reading/writing standards and benchmarks, if teachers “rarely” engage in these types of activities, their students are unlikely to develop the associated skills.

For data analysis purposes, the various practices were regrouped according to the different standards or aspects of reading and writing retained in the new standards and benchmarks.

Table 6: Overview of Reading and Writing Standards

READING		WRITING	
Standards	Key components of that aspect of reading	Standards	Key components of that aspect of writing
Language mechanisms	Students’ ability to: <ul style="list-style-type: none"> Associate sounds and letters; recognize syllables Use semantic and grammatical clues to support his/her understanding of a text 	Original productions (spontaneous or guided)	Students’ ability to: <ul style="list-style-type: none"> Express his/her thoughts, ideas, feelings, emotions, impression...in writing, either spontaneously or in response to a prompt
Conventions of written text	Students’ ability to: <ul style="list-style-type: none"> Interpret different punctuation signs Recognize and derive meaning from conventions associated with written texts (reading from left to right, titles and subtitles, illustrations, etc.) 	Conventions of written text	Students’ ability to: <ul style="list-style-type: none"> Correctly form letters, words and sentences Respect language norms with respect to grammar, syntax, conjugation, punctuation or spelling Adapt his/her productions to the anticipated audience
Fluidity	Students’ ability to: <ul style="list-style-type: none"> Read with fluently and with expression 	Style	Students’ ability to: <ul style="list-style-type: none"> Use rich and varied vocabulary Use different types of sentences Produce different types of texts
Comprehension	Students’ ability to: <ul style="list-style-type: none"> anticipate, predict, and confirm meaning while reading, viewing, and listening; draw reasoned conclusions from information found in written, spoken, or visual communications and to defend their conclusions rationally identify connections between their own ideas, experiences, and knowledge and those presented by authors; express their thoughts, ideas, feelings, opinions and experiences about texts 	Coherence and clarity	Students’ ability to: <ul style="list-style-type: none"> Organise his/her ideas in a logical sequence Review his/her productions to enrich the ideas presented Illustrate his/her ideas Use vocabulary appropriate to the audience and the situation
Lexical awareness	Students’ ability to: <ul style="list-style-type: none"> Infer the meaning of new words Use correctly different expressions 		

As table 7 below and the more detailed table 10 on page 22 demonstrate, teachers do not give equal time or emphasis to the 5 components or standards of reading development. Some standards or competencies are treated extensively in class (fluidity, for example); others are rarely touched upon. Teachers’ practices with respect to each of the 5 standards are examined in the following sections.

Language mechanisms - Language mechanisms includes coding and decoding activities; activities that enable students to isolate sounds, to associate them to different letters (or combinations of letters), to break own a word into syllables, and to combine syllables to form words. Many of the skills stressed by the syllabic approach to reading, one of the dominant approaches to reading instruction in Francophone Africa, fall under the heading of language mechanisms.

Table 7: Percentage of teachers who frequently focus on different aspects of reading instruction

Standards or aspects of reading	% of teachers who focus on these skills 2 or more times a month (avg.)
Language mechanisms	74%
Conventions of written texts	56%
Lexical awareness	64%
Fluidity	87%
Comprehension	49%
Making predictions	(47%)
Analysis	(60%)
Responding and personal engagement	(42%)

The vast majority of grade 2 teachers (over 90 %) report that they often ask students to identify the names of the letters of the alphabet, or the sounds that produce different letters or combinations of letters. 91% often ask students to find a specific letter in a word. A slightly smaller percentage (87%) maintain that they often asks students to use their knowledge of sounds and letters to read new words, and 83% of teachers report asking students, on a fairly regular basis, to count the number of syllables in a word or to break a word down into its constituent syllables.

Not all of the skills associated with language mechanisms are equally addressed, however. Over one third of teachers report that they rarely ask students to identify sounds that are unique to their mother tongue and those common to both their mother tongue and French. Over 40% of teachers rarely ask students to replace a sound at the beginning of a word by another sound to produce a new word, or to find words that rime with a given word. One out of five teachers considers riming activities to be inappropriate for students in grades 2 or 4.

Conventions of written texts – Half of all teachers surveyed (56%) report doing activities to develop students’ knowledge of the conventions of written text. Activities flagged include having students point out the first or last word in a sentence (activity frequently done by

74% of teachers) or different punctuation marks. Approximately two-thirds of teachers (62%) report that they do the latter activity 'often'. Only one out of three grade 2 teachers (36%) report frequently having students identify different parts of a book (the title, the cover, the title page, the illustrations), and a full 28% feel that these types of activities are inappropriate for grade 2 students.

Lexical awareness – Lexical awareness involves recognizing words and being able to attribute meaning to them. While 82% of teachers report that they frequently ask students to isolate a specific word in a sentence, significantly fewer ask students to engage in designed to build their capacity to deduce the **meaning** of new words. Only two teachers out of three maintain that they frequently ask students to infer the meaning of a word by examining how it is used in a sentence or text, and only one teacher out of three has students deduce the meaning of a word by looking for root words and affixes. Between one and two thirds of teachers feel that these types of activities are inappropriate for young children.

Fluidity - In Malian primary classes, the one aspect of reading that teachers focus on extensively is fluidity. Children in both grades 2 and 4, in curriculum and classical classes, have extensive opportunities to read out loud for the teacher, to read silently, or to repeat after the teacher sentences of a text. A full 87% of teachers report that they do these types of activities frequently and only 4% feel that they are inappropriate for grades 2 and 4 students.

Comprehension – Comprehension is the aspect of reading that teachers stress the least. The questionnaire asked teachers to report on three components of comprehension: 1) pre reading activities to prepare students to read a text, 2) analysis, and 3) having students respond personally to or engage with the ideas presented.

PREREADING ACTIVITIES - Over half of teachers report that they rarely invite students analyze the title or the illustrations of a book or a story to predict what the story will be about before reading it. An even greater percentage say that they never ask students to share that they know about a topic before having them read a text or story related to that topic. Half of grades 2 and 4 teachers report never doing these types of activities. This suggests that they are unfamiliar with the importance of pre reading activities in helping children make sense of written text, or that they consider that such activities give children an unfair advantage when they are asked to eventually read the text. The fact that full 12 to 15% of teachers maintain that these are inappropriate activities to do with students begs the question "Why?".

ANALYSIS - If teachers do spend time on developing students' comprehension skills, they are most likely to spend that time developing students' ability to analyse a text. The vast majority of teachers (92%) report that they often ask students to respond orally to questions about a text they have read. Three out of four report that they often have students identify the principal idea of a story or text. Unfortunately, teachers spend significantly less time on the other skills associated with analysis. Over 40% of teachers report that they **rarely** ask students to: 1) identify what happened at the beginning, middle or end of a story; 2) put in the proper order 2 or 3 events of a story; 3) respond in writing to questions about a text they have read; 4) represent visually (by drawing) the main events of a story; 5) predict what will happen next in a story or 6) propose an alternate ending to a story. One out of ten (10%) grades 2 and 4 teachers feel that these are inappropriate activities to do with their students.

PERSONAL RESPONSE AND ENGAGEMENT - Teachers admit that they rarely provide students with opportunities to respond to texts. Although a little over half of teachers report that they frequently ask students to identify what they liked about a story or text, an equal percentage say that they rarely ask students to share their opinions or feelings about a text with classmates. Over 60% report that they rarely ask students to write two or more sentences explaining what they liked (or didn't like about a text) and a full three quarters of teachers (75%) say that they rarely ask students to make links between their own life experiences and the events of a story.

Reading for pleasure – Although the vast majority of teachers report that they enjoy reading, 70% or more rarely provide students with opportunities to read for pleasure or to read texts or stories that are not in the textbook. The fact that the majority of classrooms do not have access to a variety of age-appropriate texts for children to read may explain why teachers do not engage in this type of activity. However, the fact that one teacher out of four (25%) feels that is inappropriate to ask students to read texts that are not in the textbook suggests that there may be other important elements at play.

WRITING

An analysis of teachers' responses with respect to the different aspects of writing shows similar disparities. Teachers are considerably more likely to spend time developing the skills related to the conventions of written text than they are to having children produce original productions. Overall, teachers spend considerably less time developing writing skills than they do reading.

Original production - Original production groups together the different skills and competencies associated with communicating original ideas via print. Included are activities

designed to have students generate ideas, organize those ideas, and consign them to paper. Along with responding and personal engagement, original production is the standard of reading/writing that Malian teachers are least likely to address in class.

The only activity related to original production that 50% or more of teachers

report doing two or more times a month is posting students' production in the classroom. All of the others (having students: 1) participate in discussions to generate ideas before beginning to write, 2) produce original texts without the support of a model, 3) write sentences to summarize what they learned or liked about the day, 4) work in a group to create a text) are rarely done. Anywhere from 47% to 54% of teachers maintain that they never do these types of activities, or that these are inappropriate activities to do with young students.

Style – Apart from showing grade 4 students how to use linking or joining words, an activity that 74% of grade 4 teachers maintain they do on a regular basis, teachers generally do not focus on activities designed to improve the style of students' written expression. This is not surprising, given the fact that 50% of teachers never have students produce original texts. One third (31%) feel that it is inappropriate to show grade 2 students how to use simple transition words to blend together two sentences and a quarter of all teachers feel that it is inappropriate to have students review a classmate's production to identify adjectives that could be added to a text to make it more interesting.

Coherence and clarity – Three quarters of grades 2 and 4 teachers (74%) report that they frequently help student distinguish between sentences that make sense and sentences that don't. A slightly smaller percentage of grade 2 teachers (68%) maintains that they frequently show students order a series of jumbled words to form a sentence.

Once the activities move from a single sentence to an original production, however, the percentages drop significantly. Only one out of two teachers regularly has students produce an original text with a beginning, middle and end and only 40% regularly ask student to put

Table 8: Percentage of teachers who frequently focus on different standards of writing instruction

Standards writing	% of teachers who focus on these skills 2 or more times a month (avg.)
Original production	41%
Style	52%
Coherence and clarity	58%
Conventions of written text	67%

in the correct order a series of sentences to produce a coherent text. One teacher out of five maintains that the latter activity is an inappropriate activity for young children.

Conventions of written text –

Of the four writing standards specified in the Ministry student standards, conventions of written text is the one that teachers are most likely to address in grades 2 and 4 classes. The vast majority (75% or more) report that they frequently show students how to correctly form letters of the alphabet, have them copy texts from the board, show them how to space out words and have them complete exercises in their textbooks or notebooks. Three quarters of teachers (74%) say that they regularly explain to students how to use punctuation marks and a slightly smaller percentage reports showing Grade 4 students how to space out paragraphs or having them do dictations (dictées). The activities that teachers are less likely to do on a regular basis include having students use their textbooks or word lists to check the spelling of new words (53% of teachers rarely do this), or edit the text of a classmate to correct spelling, grammar or punctuation errors: 73% of teachers report rarely doing so.

Overall, the results suggest that

Table 9: Activities considered inappropriate

% of teachers	% of teachers
Deducing meaning from analysing root and affixes	33%
Understanding how to use transition words to blend 2 sentences (for Gr 2)	31%
Reviewing classmate’s text to correct spelling, grammar, punctuation	28%
Pointing out parts of a book (for Gr. 2)	28%
Reading texts or stories NOT in textbook	26%
Expressing in writing their opinions about a text	23%
Reviewing a classmate’s texts to identify adjectives to make text more interesting	23%
Working in a group to create an original text	21%
Pointing out in a sentence period, comma, exclamation mark, question mark	20%
Writing 1 or 2 sentences about what they liked (or didn’t like) about a story	20%
Writing sentences to explain relationship between events in story and their own life	20%
Putting sentences from a text in correct order	20%
Identifying sounds unique to French, and shared by French and local language	18%
Understanding when to use capital letters (for Gr. 2)	18%
Participating in discussions to generate ideas BEFORE beginning to write	18%
Understanding how to form complex sentences (for Gr. 4)	17%
Inferring meaning of a new word from context	17%
Predicting next events in a story	16%
Producing original texts (without support of model)	16%
Using textbooks, posters, etc to confirm spelling of new words	16%
Reading silently	15%
Discussion with classmates what they know about a topic before reading a text	15%
Responding in writing to questions about a text	15%
Sharing opinions or feelings about a text	15%
Reading texts of their own choosing	15%

teachers are integrating into their instructional practices activities that will develop some of the skills and competences listed in the new student standards and benchmarks. However, not all skills and competences are being addressed equally, or in a systematic manner. Some aspects, particularly those related to reading comprehension or to original written production, are addressed infrequently. Since students' need to draw on a variety of skills to negotiate meaning from text or communicate their ideas clearly in writing, the fact that they are not provided with a full and complete inventory of learning experiences is problematic.

Why teachers are not providing students with a broad range of reading/writing learning experiences is a critical question that needs to be addressed if students' performance is to improve. Teachers may not have access to instructional resources to support the development of some of the skills outlined in the standards (personal reading programs, for example). They may not have received adequate training in reading/writing development, and hence may not be aware of the breadth of skills and competencies students need to develop if they are to become autonomous readers and writers. Or they may not know how to design learning activities to develop those skills.

An examination of those activities considered by teachers as inappropriate for young learners (see Table 9) suggests that teachers' beliefs about practices that contribute to literacy development may be at odds with those listed in the student standards and with evidence-based research on effective reading instructional practices. If teachers are to change their current practices and integrate new ways of doing into their daily teaching, future trainings must address these divergences. Teachers will need to understand why these practices are important, how they contribute to students' reading and writing skills, and how to design and implement age-appropriate activities to develop these skills.

FACTORS THAT DETERMINE THE TYPE OF LANGUAGE LEARNING ENVIRONMENT STUDENTS EXPERIENCE

The extent to which children have the opportunity to participate in the learning activities outlined in sections C and D of the questionnaire seem to be influenced by two factors: grade level (grade 2 versus grade 4) and type of school (classical versus curriculum). (See summary tables in Appendices with Chi-square results.)

Grade 4 students are significantly more likely to participate in 33 of the 69 activities listed. As a result, they have opportunities to develop a wider range of reading/writing skills and

competencies than do their counterparts in grade 2. Their teachers are also more likely to view the activities listed as appropriate learning activities for children than are grade 2 teachers. This despite the fact that the 69 practices listed can and should be developed beginning at early primary. This may indicate that teachers have a limited view of what constitutes developmentally appropriate reading/writing learning activities for early primary students, or may not be aware of how such activities can be orchestrated with beginning readers.

Students in **curriculum schools** are also more likely than their counterparts in classical schools to be exposed to activities that develop a range of reading and writing skills. There are significant differences between classical and curriculum teachers' practices with respect to 20 of the 69 practices. In 14 of the 20 cases, the difference favours curriculum classrooms. Students in these classrooms are more likely to have opportunities to participate in activities that develop reading comprehension skills: pre reading activities to prepare them to negotiate meaning from a text, analysis activities (identifying the principal idea of a story, putting in order the events of a story, or proposing an alternate ending to a story read or told by the teacher) or personal response and engagement activities (identifying what they liked about a text, sharing their opinions or feelings about a text with classmates, expressing their thoughts or opinions in writing).

Curriculum students are also significantly more likely to participate in production-related activities: discussions with classmates to generate ideas before beginning to write on a subject, production of original texts or sentences, and having their productions posted in the classroom. They are also significantly more likely to have opportunities to read texts or books of their own choosing and to be more encouraged to use a variety of sources to check the spelling of new words. Finally, they are more likely to be asked to identify sounds that are common between their mother tongue and the French language and to count the number of syllables in a word.

Teachers in **classical** schools are more likely to spend time on language mechanisms than in production-related activities, and in particular to integrate phonemic awareness-type activities (having children replace a sound at the beginning of a word by another sound to produce a new word; having children identify the sounds at the beginning, middle or end of a word, and having children deduce the meaning of a word from its root) and conventions of written text in their daily instruction. They are far more likely to do dictations (dictées) and to have students predict the content of a story by examining the title or illustration.

It is difficult to account for these differences. Teachers in curriculum schools may have received training in the different components of reading instruction, and/or how to

implement a greater variety of reading strategies in the classroom. Conversely, teachers in classical schools may be of the opinion that certain strategies are either inappropriate or too language intensive for students learning to read or write in a second language. This may explain their over emphasis of the surface features of language (language mechanisms and conventions of written text).

Interestingly enough, whether or not teachers have received **preservice training**, and presumably training in reading instruction, is not as significant a determinant of the type of language learning environment children are exposed to as is grade level or language or instruction. Access to preservice training results in significant differences in teachers' perceptions of 10 of the 69 practices listed. And surprisingly enough, in the majority of cases, the differences generally favours *untrained or community-based teachers*. Students in classes taught by community-based teachers are more likely to have opportunities to represent visually the main ideas of text, to share their opinions or feelings about a text they have read, to express those ideas in writing, to produce original texts, to read books or texts of their own choosing and to be asked to complete reading and writing assignments at home. Why teachers who have benefited from preservice training are less likely to engage in these practices is puzzling.

The **zone** in which children live (rural versus urban) is also less of a determinant of the nature of the learning environment they are exposed to than is grade level or language or instruction. There are significant differences between teachers in rural and urban schools with respect to only 11 of the 69 practices listed and in 9 of those cases, the differences favour children in rural schools. Their teachers are more likely to ask them to complete written assignments at home, to complete exercises in their textbook or notebook, to represent visually the main ideas of a text, to put in proper order two or three events of a story, to put lists of words in alphabetical order, to identify different parts of a book, to deduce meanings of words using their root, and to be asked to predict the content of a story by examining the title or the illustrations. Teachers in urban schools, however, are significantly more likely to provide their students with opportunities to participate in discussions with classmates to generate ideas before beginning to write on a subject and to infer the meaning of a new work by examining how it is used in a text.

Finally, the gender of the teacher has very little impact on students' learning environments. There were significant gender-based differences with respect to only 2 of the 69 practices.

Table 10: Frequency with which teachers report doing reading/writing learning activities

Item	N	3 X per week	2 x per week	2 or 3 x per month	Often	1 per month or less	Never	Inappropriate	Rarely
LANGUAGE MECHANISMS (READING)									
Help students to identify the names of the different letters of the alphabet (Grade 2 only)	125	69%	18%	7%	94%	1%	2%	3%	6%
Help students to identify the sounds that different letters (or combinations of letters) of the alphabet produce (Grade 2 only)	124	53%	31%	8%	92%	3%	2%	2%	7%
Find a specific letter in a word (Grade 2 only)	123	57%	28%	6%	91%	6%	2%	1%	9%
Help students use their knowledge of sounds and letters to read new words	255	60%	20%	7%	87%	4%	6%	4%	14%
Show students how to count the number of syllables in a word	125	38%	36%	9%	83%	5%	13%	8%	26%
Show students how to break down a 2 or 3 syllable word	256	47%	28%	7%	82%	4%	7%	7%	18%
Have students identify the sounds at the beginning, middle and end of a word	254	43%	24%	10%	77%	6%	13%	4%	23%
Show students how to combine 2 or more syllables to form a word	176	37%	31%	9%	77%	7%	13%	3%	23%
Help students to identify sounds specific to their mother tongue and those common to both their mother tongue and the French language	132	39%	20%	8%	67%	5%	15%	13%	33%
Show students how to put a list of words in alphabetical order	132	24%	25%	14%	63%	11%	18%	8%	37%
Have students replace the sound at the beginning of a word by another sound to produce a new word	202	25%	27%	6%	58%	5%	29%	7%	41%
Ask students to find a word that rhymes with a word given by the teacher	248	20%	27%	10%	57%	8%	24%	11%	43%
Have students identify sounds unique to the French language, as well as those that appear both in French and in the local language (Classical schools only)	207	22%	16%		38%	8%	35%	18%	61%
Average					74%				26%
CONVENTIONS OF WRITTEN TEXT (READING)									
Have students point out the first or the last word of a sentence (Grade 2)	123	37%	20%	14%	71%	4%	11%	12%	27%

Item	N	3 X per week	2 x per week	2 or 3 x per month	Often	1 per month or less	Never	Inappropriate	Rarely
only)									
Ask students to point out, in sentences, periods, commas, exclamation or question marks	176	28%	23%	11%	62%	6%	12%	20%	38%
Have students identify different parts of a book (title, cover, title page, illustrations, etc.) (Grade 2 only)	125	14%	13%	9%	36%	7%	27%	28%	62%
Average					56%				42%
LEXICAL AWARENESS									
Ask students to find a specific word in a sentence (Grade 2 only)	125	52%	22%	8%	82%	6%	5%	6%	17%
Ask students to infer the words needed to complete a sentence.	204	34%	27%	11%	72%	7%	13%	8%	28%
Ask students to infer the meaning of a new word by examining how it is used in a text or a sentence	254	23%	30%	11%	64%	3%	16%	17%	36%
Show students how to deduce the meaning of a word by analysing the root word and the suffixes and/or prefixes	255	13%	18%	6%	37%	7%	23%	33%	63%
Average					64%				36%
FLUIDITY									
Ask students to read out loud for the teacher or for classmates	254	73%	12%	4%	89%	2%	4%	4%	10%
Have students repeat after the teacher the sentences of a text	257	67%	16%	4%	87%	1%	9%	3%	13%
Have students read silently	255	67%	14%	4%	85%	2%	9%	4%	15%
Average					87%				13%
COMPREHENSION: PRE READING									
Invite students to participate in discussions with classmates to identify what they know about the theme or subject of a text before reading it	255	20%	15%	8%	43%	8%	33%	15%	56%
Ask students to predict the content of a story by examining the title or the illustrations	253	15%	26%	9%	50%	11%	27%	12%	50%
Average					47%				53%
COMPREHENSION: ANALYSIS									
Ask students to respond orally to questions about a text they have read	253	69%	19%	4%	92%	2%	2%	4%	8%
Have students identify the principal	253	30%	30%	12%	72%	6%	8%	13%	27%

Item	N	3 X per week	2 x per week	2 or 3 x per month	Often	1 per month or less	Never	Inappropriate	Rarely
idea of a story or a text									
Ask students to tell you what happened in the beginning, middle or end of a story or text they have read	254	18%	31%	10%	59%	9%	18%	13%	40%
Ask students to order two or three events of story told or read by the teacher	254	15%	26%	14%	55%	13%	20%	12%	45%
Ask students to respond in writing to questions about a text they have read	254	26%	23%	6%	55%	6%	24%	15%	45%
Have students represent visually (via drawings) the main ideas of a text read to them by the teacher	254	9%	24%	16%	49%	10%	35%	15%	60%
Ask students to predict the next events of a story	129	10%	24%	15%	49%	9%	26%	16%	51%
Invite students to propose an ending – or a continuation - of a story read or told by the teacher	253	12%	23%	12%	47%	15%	27%	12%	54%
Average					60%				41%
COMPREHENSION: RESPONDING AND PERSONAL ENGAGEMENT									
Ask students to identify what they liked about a story or a text	97	17%	26%	15%	58%	16%	19%	8%	43%
Ask students to share with their classmates their opinions or feelings about a text they have read	252	18%	20%	13%	51%	9%	25%	15%	49%
Ask students to tell you what they liked (or didn't like) in a story	253	13%	23%	13%	49%	13%	25%	12%	50%
Ask students to write one or two sentences explaining what they liked (or didn't like) about a text they have read	255	10%	20%	7%	37%	9%	33%	20%	62%
Have students express in writing their opinions or feelings about a text (Original production)	256	11%	16%	6%	33%	7%	37%	23%	67%
Ask students to write several sentences to explain the relationship between the events in a story and their own life experiences	133	9%	11%	5%	25%	14%	41%	20%	75%
Average					42%				58%
READING FOR PLEASURE									
Invite students to read texts or books of their own choosing	253	19%	12%	7%	38%	11%	37%	15%	63%

Item	N	3 X per week	2 x per week	2 or 3 x per month	Often	1 per month or less	Never	Inappropriate	Rarely
Invite students to read texts or stories that are NOT in their textbook (Classical schools only)	93	3%	12%	8%	23%	7%	44%	26%	77%
Average					31%				70%
ORIGINAL PRODUCTION									
Post students' productions in the classroom	253	19%	19%	17%	55%	10%	27%	8%	45%
Ask students to participate in discussions to generate ideas BEFORE beginning to write on a subject	256	23%	16%	7%	46%	7%	29%	18%	54%
Have students produce original texts or sentences (ie, texts or sentences that they have composed themselves, without the support of a model)	254	15%	17%	9%	41%	9%	32%	16%	57%
Ask students to write several sentences to summarize what they learned during the day or what they liked about the day	133	11%	20%	8%	39%	15%	32%	13%	60%
Ask students to work in groups to create an original text	254	14%	13%	10%	37%	9%	33%	21%	63%
Have students produce an original text on a topic of their own choosing (Classical only)	52	6%	15%	8%	29%	15%	39%	15%	69%
Average					41%				58%
STYLE (WRITING)									
Show students how to use linking or joining words (so, and,...) (Grade 4 only)	132	28%	36%	10%	74%	5%	15%	5%	25%
Show students how to form complex sentences (Grade 4 only)	133	17%	32%	8%	57%	7%	19%	17%	43%
Explain to students how to use transition word to blend together two sentences (Grade 2 only)	123	20%	20%	4%	44%	8%	16%	31%	55%
Ask students to go over a classmate's text to identify adjectives he/she could add to make the text more interesting	133	7%	19%	6%	32%	7%	38%	23%	68%
Average					52%				48%
COHERENCE AND CLARITY									
Help students to distinguish between sentences that make sense and sentences that don't	133	29%	37%	8%	74%	9%	11%	6%	26%

Item	N	3 X per week	2 x per week	2 or 3 x per month	Often	1 per month or less	Never	Inappropriate	Rarely
Show students how to put in order a series of words to form a sentence (Grade 2 only)	122	39%	22%	7%	68%	7%	14%	11%	32%
Ask students to produce an original text with a beginning, middle and end	80	14%	30%	6%	50%	15%	23%	10%	48%
Ask students to put in the correct order a series of sentences taken from a text to form a coherent text	255	13%	15%	12%	40%	11%	30%	20%	61%
Average					58%				42%
CONVENTIONS OF WRITTEN TEXT									
Show students how to correctly form (write) letters of the alphabet (Grade 2 only)	124	69%	19%	6%	94%	2%	4%	1%	7%
Ask students to copy from the board texts prepared by the teacher	253	53%	23%	6%	82%	3%	10%	4%	17%
Show students how to space out words when they are writing (Grade 2 only)	123	52%	20%	7%	79%	7%	5%	8%	20%
Ask students to complete exercises in their textbook or notebook	252	48%	23%	6%	77%	2%	12%	8%	22%
Explain to students the use of punctuation marks	257	32%	31%	11%	74%	6%	7%	13%	26%
Show students how to space out paragraphs in their texts (Grade 4 only)	133	29%	35%	7%	71%	7%	15%	7%	29%
Have students do dictations	253	17%	43%	10%	70%	10%	11%	10%	31%
Explain to students how to use capital letters (Grade 2 only)	124	34%	20%	9%	63%	2%	16%	18%	36%
Show students how to spell common, high frequency words	251	24%	24%	9%	57%	10%	12%	12%	34%
Ask students to use their textbooks, their word lists or posters in the classroom to check the spelling of new words	254	17%	22%	7%	46%	11%	26%	16%	53%
Ask students to look over the text of a classmate to correct spelling, grammar or punctuation errors	255	8%	14%	6%	28%	8%	37%	28%	73%
Average					67%				32%
GROUP WORK									
Have students work in small groups to complete reading or writing activities	256	43%	21%	8%	72%	6%	18%	14%	38%
HOME-SCHOOL CONNECTIONS									

Item	N	3 X per week	2 x per week	2 or 3 x per month	Often	1 per month or less	Never	Inappropriate	Rarely
Ask students to complete reading assignments at home (as homework)	209	19%	24%	8%	51%	9%	34%	5%	48%
Ask students to complete writing assignments at home (as homework)	253	20%	25%	9%	54%	10%	27%	10%	47%
Average					53%				48%

2.3 Teachers’ Beliefs About Students’ Literacy Development

Section E of the questionnaire asked teachers to indicate the extent to which they agreed with a series of statements about students’ reading/writing development, or about language teaching practices. Teachers could choose from total agreement, more or less agree, barely agree and disagree. Teachers could also indicate that they had no opinion about the statement in question.

Teachers who selected ‘total agreement’ or ‘more or less agree’ were considered to be in agreement with the statement. Those who chose ‘barely agree’ or ‘disagree’ were considered to disagree with the statement. (See Table 11.) The statements focused on 6 different areas:

- Beliefs about children’s abilities
- Beliefs about the reading process
- Beliefs about the writing process
- Beliefs related to the language of instruction
- Perceptions about instructional resources
- Perceptions about professional development experiences
- Perceptions about home-school connections

Beliefs about children’s abilities – The vast majority of teachers (87%) believe that all children can learn to **write**. A slightly smaller percentage (84%) believes that all children can learn to **read**. Teachers generally feel it is difficult for children to learn to read. Over half of all teachers (54%) are in complete agreement with the statement “Children have a lot of difficulty learning to read”. The fact that half of grades 2 and 4 teachers fully expect students to struggle with reading may have an impact on their expectations of students.

When it comes to writing, however, only 37% of teachers are in total agreement with the statement “Children have a lot of difficulty learning to write”. Teachers generally expect students to struggle less with writing than with reading. This is intriguing, since the two skills are interrelated.

Beliefs about the reading process – The vast majority of teachers (85%) maintain that children must be able to identify all the letter of the alphabet by name and sound before they can read and write a word. A slightly smaller percentage (83%) believe that it is important to organize silent reading sessions in the classroom or to have a discussion with the class to identify what children already know about the topic of a text before asking them to read it (78%). This despite the fact that only 43% of teachers report doing the latter activity on a regular basis. And although 78% of teachers maintain that it is important to allow time each day for children to read topics or books of their own choosing, only 38% report doing so on a regular basis. This last dichotomy may be a function of lack of access to appropriate resources. Although teachers would like to encourage children to read independently and for pleasure, they do not have access to a variety of age-appropriate reading materials for young learners.

The results suggest that there is a significant disconnect between teachers’ professed beliefs about reading/writing development and the instructional practices they use in the classroom.

The majority of teachers (64%) believe that reading precedes writing – that children must learn to read before they can learn to write. Teachers see the two processes as linear and consecutive, as opposed to integrated and interrelated. This may explain why teachers generally do, in a typical month, more activities to develop students’ reading abilities than they do for writing. Finally, two out of three teachers (68%) believe it is better to teach reading and writing separately, so as not to confuse children. Teachers view the two components not only as linear (reading precedes writing), but also distinct. Although this is the dominant view within the Malian elementary teaching population, it should be pointed out that some three out of ten teachers strongly disagree with the notion that reading is a necessary precursor to writing.

Finally, some 44% of teachers believe that students must memorize a text in order to understand it, and 23% consider that students must be able to recite a text from memory before they can ‘read’ it. Although 48% and 68% of teachers respectively strongly disagree with these statements, the fact that a not insignificant percentage of teachers equate reading with memorization is problematic.

Beliefs about the writing process – Teachers are generally of the opinion that they should correct everything a student writes, and that they should correct all of the errors in his/her productions. Over 92% of teachers agree with these statements. Given the large classes sizes in Malian elementary schools, this is a strong impetus for limiting the amount of writing students are asked to do. It also has the added disincentive of discouraging students from expressing themselves freely in writing and taking risks with the written language. A student who knows that the teacher will correct all errors in his/her production is more likely to limit his/her expression to words and structures he/she knows how to reproduce correctly.

Despite these affirmations, some 85% of teachers say that if a student makes a spelling mistake the first time he/she writes a word not previously studied in school, it is not a major concern. Teachers should correct the error, but may not penalize the student for it. One out of ten teachers, however, is of the opposite view and feels that students should be penalized for all spelling and grammar mistakes. One out of three teachers is of the opinion that a student who writes well is a student who does not make any spelling or grammar errors.

Three out of four teachers (73%) believes that students at the grades 3 and 4 level are able to produce an original text, and a slightly smaller percentage (61%) maintains that it is important to allow time each day for students to write on topics of their own choosing. This despite the fact that 69% of teachers report that they rarely invite students to produce original texts on topics of their own choosing. Once again, there appears to be a significant difference between teachers' professed beliefs and their actual classroom practices.

Beliefs related to the language of instruction – The majority of teachers (76%) believe that students learn to read more easily in their mother tongue than they do in French. However they are less convinced that learning to write is easier in mother tongue than in French.

Perceptions about instructional resources – The majority of teachers (72%) maintain that their students find the textbooks produced in local language interesting, although 41% that they are not well adapted to the needs of their students. Two out of three teachers say that the reading textbooks are, however, adapted to Malian contexts. Over half the teachers surveyed said that they did not have enough reading textbooks for the students in their class.

Perceptions about professional development experiences – Four teachers out of five say that they often have opportunities to exchange with teaching colleagues on how to teach reading and writing, and that the School Principal's and Area Supervisor's (Conseiller Pédagogique's) visits are helpful in helping them improve their teaching of reading and writing. However, teachers report that the Area Supervisors rarely conducts classroom observations of their reading/writing lessons. Two thirds of teachers reported that in the

three month period between October and December, the Area Supervisor had not visited their classroom. School principals were far more likely to conduct classroom observations. Slightly less than half of teachers surveyed (42%) reported having benefited from two or more observations from their principal during the same three month period. However, a not insignificant percentage of teachers (one third) had not had a principal observe their lessons during this period.

Perceptions about home-school connections – The majority of teachers (85%) believe that children should be allowed to take their reading textbook home at night to read.

FACTORS THAT DETERMINE TEACHERS' PERCEPTIONS AND BELIEFS

Overall, teachers' beliefs seem to be unaffected by any of the factors retained (zone, professional status, gender, grade level, and type of instructional program).

In the case of **zone**, there are significant differences with respect to only 6 of the 33 statements listed. Teachers in rural areas are significantly more likely to believe that young children in grades 1 to 4 can produce an original text, i.e., a text that they have created themselves as opposed to one they have copied from the board. However, these same teachers generally hold more “normative views” of writing – and of what constitutes good writing – and are significantly more likely to consider that a child who writes “well” is a child who does not make any grammar or spelling mistakes in his/her production. On a more positive note, rural teachers are also significantly more likely to value personal reading and to believe it is important to allow time each day for children to read texts of their own choosing. However, as pointed out above, they rarely do so, perhaps because they lack access to a variety of age-appropriate reading materials for young children.

Teachers in rural areas are significantly more likely to maintain that children learn to read more easily in their mother tongue than in French than are teachers in urban areas.

Urban teachers are also more likely to view spelling as an emergent skill. They are significantly less likely to view spelling errors that students make in words they have not seen before or learned how to spell as a cause for concern. They are also significantly more likely to have opportunities to exchange with colleagues on how to teach writing. This may be because they teach in larger schools, where there are more teaching colleagues, or because there are a greater number of schools and teaching colleagues in the immediate proximity, providing ease of access to other colleagues.

Whether or not teachers have had access to a **preservice** training program also has only a small impact on their professed beliefs about reading development or about how children learn to read. Community teachers more likely to view reading and writing as sequential processes, and to consider that children need to learn to read before they learn to write. They were also significantly more likely to consider that children need to memorize a text before they can understand it, and to view that a child who writes well is a child who does not make any grammar or spelling mistakes in his/her text. These views may be based on their own lived experiences as young learners learning to read.

Community-based teachers are also significantly more likely to view the instructional resources provided by the Ministry as adapted to the needs of students – both those produced in local language and those produced in French. They are significantly more likely to say that they have enough textbooks for all their students. Finally, Community-based teachers were significantly more likely to view visits from the Area Supervisor (Conseiller Pédagogique) as helpful to improving their instructional practices.

With respect to the **type of instructional program taught**, teachers in classical schools are significantly more likely to view their reading textbooks as adapted to the Malian context and to say that they had sufficient reading textbooks for all their students. They are also more satisfied with the training they received on how to teach writing.

Community-based teachers have a more positive view of their students' capacities than civil service or contractual teachers. A significantly greater percentage profess that all children can learn to read and write. They are also have a significantly more likely to say that they are satisfied with the training they received on how to teach reading.

Overall, **grade level** does not seem to affect teachers' beliefs and attitudes. Significant differences appear with respect to only 5 out of 33 statements. Grade 2 teachers are significantly more likely to consider that silent reading should be avoided, as they cannot check to see if children are actually reading. They also have a more positive opinion of textbooks produced in local language, considering them well adapted to the needs of their students. Grade 4 teachers, on the other hand, are significantly more likely to believe that students need to learn all of the letters of the alphabet, and the sounds they produce, before being able to read and write, and to consider that it is appropriate for children to make spelling mistakes when they are attempting to write words they have not studied in class and do not know how to spell. They are also significantly more likely to agree to have children take their reading books home.

Lastly, **gender** has little influence on teacher’s beliefs and attitudes. Female teachers are more likely to believe that children have difficulty learning to read. Male teachers are generally more satisfied with the training they received on how to teach reading, and more likely to consider classroom observations by the Area Supervisor (Conseiller pédagogique) as helpful in improving their reading instructional practices.

Table 11: Teachers’ beliefs

Item	N	Total agreement	More or less agree	Agree	Agree but only a little	Do not agree	Disagree	No opinion
BELIEFS ABOUT CHILDREN’S ABILITIES								
All children can learn to write	258	68%	19%	87%	8%	4%	12%	1%
All children can learn to read	257	62%	22%	84%	11%	5%	16%	1%
It is very difficult for children to learn to write.	258	37%	38%	75%	20%	5%	25%	1%
Children have a lot of difficulty learning to read	257	54%	20%	74%	13%	11%	24%	1%
BELIEFS ABOUT THE READING PROCESS								
Children must be able to identify all of the letters of the alphabet by their name and the sound they produce before they can read and write a word	257	75%	10%	85%	6%	9%	15%	0%
It is important to organize silent reading sessions in the classroom.	256	74%	9%	83%	7%	8%	15%	2%
Before asking children to read a text, it is best to have a discussion with them about what they already know about the subject question.	254	65%	13%	78%	10%	9%	19%	2%
It is important to allow time each day for children to read on topics of their own choosing	253	64%	14%	78%	15%	6%	21%	2%
One must learn to read BEFORE learning to write.	257	50%	14%	64%	5%	28%	33%	2%
One must memorize a text in order to understand it.	252	31%	13%	44%	6%	48%	54%	2%
Silent reading is to be avoided, as the teacher cannot check to see if children are actually reading or not.	256	28%	13%	41%	11%	46%	57%	2%
Children must be able to recite a text before they can read it.	255	16%	7%	23%	5%	68%	73%	4%
BELIEFS ABOUT THE WRITING PROCESS								
It is important to correct all of the mistakes in children’s sentences	257	92%	5%	97%	2%	2%	4%	0%

Item	N	Total agreement	More or less agree	Agree	Agree but only a little	Do not agree	Disagree	No opinion
A teacher should correct everything a student writes	255	86%	6%	92%	6%	2%	8%	0%
If a child makes a spelling mistake the first time s/he writes a word that he has not studied in school, it is not a major thing.	257	70%	15%	85%	6%	7%	13%	2%
Children in grades 3/4 are able to produce an original text	206	52%	21%	73%	12%	8%	20%	6%
It is important to allow time each day for children to write on topics of their own choosing	255	52%	17%	69%	16%	10%	26%	4%
Young children (i.e., in grades 1 to 4) are not yet able to produce original written texts (i.e., with sentences they have made up themselves, not copied from the board).	204	40%	21%	61%	17%	18%	35%	4%
A child who writes well is a child who does not make any spelling and/or grammar mistakes.	254	21%	13%	34%	10%	55%	65%	0%
It is better to teach reading and writing separately, as two different subjects, so as not to confuse children.	254	68%	11%	68%	5%	25%	30%	1%
LANGUAGE OF INSTRUCTION								
Children learn to read more easily in their mother tongue than in French.	160	62%	14%	76%	8%	14%	22%	3%
Children learn to write more easily in their mother tongue than in French.	158	48%	19%	67%	6%	22%	28%	3%
PROFESSIONAL RESOURCES								
My students find the textbooks produced in local language interesting	98	46%	26%	72%	18%	8%	26%	1%
The reading textbooks are well adapted to the Malian context	97	42%	26%	68%	18%	9%	27%	4%
I have enough reading textbooks for the students in my class	172	27%	17%	44%	19%	33%	52%	4%
The textbooks produced in local language are well adapted to the needs of my students	94	17%	5%	22%	18%	23%	41%	45%
PROFESSIONAL DEVELOPMENT								
I often have opportunities to exchange with teaching colleagues on how to teach reading.	256	74%	14%	88%	7%	3%	10%	2%
I often have opportunities to exchange with teaching colleagues on	256	72%	15%	87%	7%	4%	11%	2%

Item	N	Total agreement	More or less agree	Agree	Agree but only a little	Do not agree	Disagree	No opinion
how to teach writing.								
The Area Supervisor's (Conseiller pédagogique's) classroom observations help me to improve my teaching of reading	178	69%	13%	82%	7%	4%	11%	7%
The principal's classroom observations help me to improve my teaching of reading/writing	255	67%	13%	80%	11%	4%	15%	6%
I am satisfied with the training that I received on how to teach writing.	255	25%	20%	45%	22%	27%	49%	6%
I am satisfied with the training that I received on how to teach reading.	254	22%	21%	43%	21%	29%	50%	6%
HOME SCHOOL CONNECTIONS								
Children should be allowed to take their reading textbook home at night	179	79%	6%	85%	5%	7%	12%	2%

2.4 Teachers' Perceptions of Age-Appropriate Literacy Activities

Teachers' professed beliefs about children's abilities may determine the types of learning activities they design for children and how they choose to spend their instructional time. Their perceptions of age-appropriate learning activities may help explain why teachers are reluctant to introduce certain instructional practices into their daily teaching – or why they spend extended periods of time on certain aspects of reading or writing, while ignoring others.

Section F of the questionnaire asked teachers to indicate by what grade level they thought students would be able to demonstrate certain reading and writing skills. Teachers could choose from before grade 1, by the end of grade 2, by the end of grade 4, and by the end of grade 6. They also had the option of saying that they did not think that the skill in question was not an important skill for students to develop.

Table 12 groups the results by the different aspects of reading and writing outlined in the student standards and presents, for each skill or competence listed, the percentage of teacher who considered that the competency would be developed by either the grade 2, 4 or 6 level. The table also indicates the grade level established by the Ministry in the new student standards by which the majority of students should be able to demonstrate mastery

of the particular skill or competency. The latter information is presented in brackets, and in italics. The shaded cell represents the most frequent response given, i.e., the grade level at which the greatest percentage of teachers felt that the majority of students would be able to demonstrate master of the skill in question.

There are only four skills or activities that teachers feel are most appropriate **for grades 1 and 2 students**: 1) recognizing the sound produced by each letter of the alphabet; 2) reciting the letters of the alphabet; 3) understand simple stories told by the teachers and 4) writing their names.

By the end of **grade 4**, teachers generally feel that students should be able to recognize all the letters of the alphabet (small and capital letters); read aloud with few errors a simple text they have never read before, understand the texts they are reading, express their opinions about a text the teacher has read, read texts they have chosen for themselves, write simple sentences, correctly spell high frequency words or common words of 3 to 4 letters, and correctly use question marks and exclamation marks. Teachers feel that students are not be able to master the remaining skills until grades 5 and 6.

When examined from the perspective of different aspects of reading and writing, teachers generally feel that skills related to **comprehension** of written texts do not develop until grades 5 and 6. This includes being able to infer the meaning of a word by examining how it is used in a sentence (lexical awareness) and responding to texts by expressing an opinion about a text the students themselves have read. The same observation holds for **original production**. Although teachers generally agree that students should be able to write their name by the end of grade 2, most believe that the majority of students cannot write simple sentences until the end of grade 4. They feel that the other production skills (writing an original text without relying on a model, creating an alternate ending for a story, writing a text to accompany an illustration) will be mastered by the majority of students by the end of grade 6.

Teachers also felt that important elements of **style** would not be mastered until Grade 6. This includes being able to produce complex sentences or an original text containing both simple and complex sentences, as well as skills related to **clarity and coherence** (starting an original production with an introductory sentence, organizing ideas before beginning to write, producing a text that has a beginning, middle and end.)

With respect to skills judged **inappropriate**, one out of 10 teachers (10%) feel that primary students do not need to learn how to write an original production, propose an alternate

ending to a story, produce an original text to accompany an illustration, or start their productions with an introductory sentence.

FACTORS THAT DETERMINE TEACHERS' PERCEPTIONS OF AGE-APPROPRIATE ACTIVITIES

Teachers' perceptions of age-appropriate reading and writing activities vary more according to zone, program taught and participation in preservice training than do their beliefs about reading and writing. Teachers in **classical and curriculum programs** had significant differences about the age-appropriateness of 11 of the 27 activities listed. Teachers following the curriculum program generally perceive that their children will be able to master certain skills at an earlier age than do teachers following the classical program. This includes: 1) being able to read a text aloud with few errors, 2) expressing their opinions about a text read or told, 3) writing complex sentences or an original text containing both complex and simple sentences, 4) starting a text with an introductory sentence, 5) using question marks and exclamation marks, 6) organizing ideas before beginning to write, 7) producing a text that has a beginning, middle and end, and 8) using capital letters for proper nouns, titles and abbreviations.

Access to **preservice training** has some impact on teachers' perceptions of age-appropriate activities. Teachers who have benefitted from a preservice program generally feel that students will be able to recognize sounds produced by letters of the alphabet, recite the letters of the alphabet, spell 3 and 4 letter words correctly and start an original production with an introductory sentence at an earlier age than do teachers who have not been through a preservice training. The latter, on the other hand, generally perceive that students will be able to read aloud with few errors, write an original text and write an alternative ending at a earlier age than do teachers who have attended a preservice program.

The grade level that teachers teach has some bearing on their perceptions. Grade 2 teachers are significantly more likely to think that students will be able to put the title of their text in the correct place, infer the sense of new words by looking at how they are used in a sentence, write an original text or organize their ideas before writing at a younger age than are Grade 4 teachers. The latter, on the contrary, are more likely to consider that children will be able to spell high frequency words, understand a word or organize their text into a beginning, middle and end, at a younger age than do grade 4 teachers.

There are very few **gender-based differences** in teachers' perceptions of age-appropriate activities. Female teachers are significantly more apt to consider that students will be able to recognize sounds produced by each letter of the alphabet, recite the letters of the alphabet or write simple sentences at younger age than do male teachers. The latter are more able to perceive that students will be able to spell correctly high frequency words or write a text containing simple and complex sentences at a younger age than do female teachers.

Final, the **zone** in which teachers teach (rural/urban) has little impact on their perceptions of the age at which the majority of students will be able to display mastery of certain skills. Although teachers in rural areas generally think that students will be able to recognize letters of the alphabet and read texts of their own choosing at a younger age than do teachers in urban setting, the latter are much more likely to think that children will be able to use question and exclamation marks at a younger age than do their rural counterparts.

Comparison between teachers’ perceptions and standards benchmarks - A

comparative analysis of the grade level at which the new student standards suggest the majority of students should be able to demonstrate mastery of the skill in question, and teachers’ own perceptions, reveals some interesting insights. In all, 24 of the skills listed in the questionnaire appear in the student standards. For five of these skills (24%), teachers generally agreed with the authors of the standards, i.e., the majority of teachers felt that the majority of students should have mastered that skill by the grade level indicated. However, for 14 of the skills, teachers generally felt it would take students two more years to develop the skill than did the authors of the standards. In four cases (19%), teachers felt that it would take students four more years to develop the skill. This was true for being able to infer the meaning of a word by examining how it is used in a sentence; expressing one’s opinion about a text read; producing an original text and using a comma to separate, in his/her original sentences, a list of nouns or objects. In each case, the standards suggest that students should have mastered the skill by the end of grade 2. Teachers feel that the majority of students will demonstrate mastery of the skills at a much later date, by grade six at the earliest.

The discrepancies need to be addressed during training. Teachers need to be convinced of the importance and the appropriateness of developing the skills at a younger age, and presented with age-appropriate learning activities they can use with young children to develop these skills.

Table 12: Teachers’ perceptions of the age-appropriateness of certain reading/writing skills

At what point can the majority of children... (Level suggested in student benchmarks)	N	Before grade 1	Level 1 (Gr1,2)	Level 2 (Gr 3,4)	Level 3 (Gr 5,6)	Not an important skill
LANGUAGE MECHANISMS (READING)						
Recognize the sound produced by each letter of the alphabet (Gr 2)	125	6%	49%	31%	10%	2%
Recite the letters of the alphabet (Gr 2)	124	7%	60%	30%	2%	0%
Recognize all the letters (small and capital form) (Gr 2)	122	3%	32%	45%	16%	3%
LEXICAL AWARENESS						

At what point can the majority of children... (Level suggested in student benchmarks)	N	Before grade 1	Level 1 (Gr1,2)	Level 2 (Gr 3,4)	Level 3 (Gr 5,6)	Not an important skill
Infer the sense of a new word by examining how it is used in the sentence (Gr 2)	253	2%	9%	39%	44%	6%
FLUENCY						
Read out loud with few errors a simple text that they have never read before(Gr 2)	257	3%	18%	49%	25%	4%
COMPREHENSION						
Understand texts they are reading (Gr 2)	257	4%	19%	43%	33%	1%
Understand simple stories told by the teacher (Gr 2)	122	3%	39%	38%	19%	0%
Express opinions about a text or story the teacher has read or told them (Gr 2)	253	1%	15%	42%	36%	6%
Express opinions about a text they have read	98	2%	9%	41%	45%	2%
READING FOR PLEASURE						
Read texts that they have chosen themselves	249	2%	6%	51%	32%	9%
ORIGINAL PRODUCTION						
Write their name (Gr 2)	125	4%	57%	34%	4%	1%
Write simple sentences (Gr 2)	123	2%	24%	58%	12%	3%
Write an original text (without copying a model) (Gr 2)	251	1%	7%	27%	49%	15%
Write an alternative ending for a text they have read or heard, or one the teacher has read them (Gr 4)	81	0%	4%	30%	54%	11%
Write an original text to accompany some illustrations (Gr 4)	258	0%	4%	24%	61%	10%
STYLE						
Write complex sentences (Gr 4)	130	0%	5%	35%	54%	6%
Write an original text containing both simple and complex sentences (Gr 4)	133	0%	3%	38%	54%	5%
COHERENCE AND CLARITY						
Start an original production with an introductory sentence (Gr 4)	131	0%	5%	24%	57%	14%
Organize their ideas before beginning to write an original text (Gr 4)	251	1%	5%	38%	49%	8%
Organize their text to have a beginning, middle and end (Gr 4)	131	0%	6%	38%	50%	5%
CONVENTIONS OF WRITTEN TEXT						
Put the title of their text in the right place (Not specified in standards)	132	4%	11%	54%	27%	4%
Go over a classmate's text to help him/her correct spelling and/or grammatical mistakes (Not specified in standards)	256	1%	5%	38%	49%	8%
Use, in their spontaneous productions, capital letters for proper nouns, names, titles, abbreviations, etc. (Gr 4)	131	2%	5%	39%	44%	9%
Correctly spell high frequency words (Gr 2)	132	2%	11%	53%	30%	3%

At what point can the majority of children... (Level suggested in student benchmarks)	N	Before grade 1	Level 1 (Gr1,2)	Level 2 (Gr 3,4)	Level 3 (Gr 5,6)	Not an important skill
Correctly spell common 3 to 4 letter words (Gr 4)	125	3%	38%	42%	14%	2%
Correctly use questions marks and exclamation marks in their own productions (Gr 4)	132	2%	5%	49%	38%	5%
Use a comma to separate, in his/her own original sentences, a list of nouns, objects (Gr 2)	123	1%	7%	35%	50%	7%

2.5 Teachers' Perceptions of Training in Reading/Writing Methodology

Section G of the questionnaire asked teachers to indicate the level of training they had received in reading and writing methodology. The majority of teachers judged their training as insufficient in preparing them to teach reading or writing effectively. In particular, teachers felt they had not received sufficient training in how young children learn to read, or in how to develop students' writing skills. Only 40% of teachers felt that they had received sufficient training in how to evaluate students' reading and writing abilities or in how to use the textbooks and teachers' guides effectively. Given that two thirds of teachers report that they do not have a copy of the teacher's guide for the French textbook, this last point may not be a major impediment to effective reading instruction. Finally, only one out of five teachers has received training on how to manage a reading corner.

FACTORS THAT DETERMINE TEACHERS' PERCEPTIONS OF THEIR TRAINING

Overall, the findings seem to suggest that teachers perceive their training to teach reading as having been insufficient. Two factors appear to have a significant bearing on teachers' degree of satisfaction: **type of instructional program** and **teacher professional status**. There were no significant differences with respect to the other factors examined: gender, grade level, and zone. It is noteworthy that the latter, zone, is not a determining factor in teachers' perceptions. One would expect that urban teachers would have greater access, or at least greater ease of access, to trainings and to qualified facilitators than rural teachers. Yet there are no significant differences in rural and urban teachers' perception of the quality of the trainings they have received with respect to the teaching reading.

Teachers' perceptions of the reading/writing methodology training they have received vary significantly according to **professional status**. In all seven cases, the differences favoured community teachers, who have not benefited from a preservice program. These teachers are far more likely to say that they have received specific training in how to teach reading and writing and that they have received an "adequate level of training" in different aspects of reading and writing instruction than their civil service/contractual counterparts.

In the case of **type of instructional program** taught, there are significant differences with respect to only three of the ten statements. In two of the three cases, the difference favors teachers in classical schools. These teachers report having received more training on strategies to develop students’ writing and reading skills than teachers in curriculum programs. However, the latter are significantly more likely to report have received training on how to manage reading corners than their counterparts in classical schools.

Table 13: Teachers’ perceptions of reading/writing related trainings received

Have you received training on the following....	N	Yes, a lot	Yes, more or less	Yes	Yes, but only a little	No, not at all	Insufficient	This is not an important topic
TEACHING READING								
How young children learn to read	247	15%	20%	35%	23%	38%	61%	4%
Teaching strategies to develop students’ reading skills	251	19%	20%	39%	24%	35%	59%	2%
How to teach reading	253	30%	21%	51%	17%	30%	47%	1%
TEACHING WRITING								
Teaching strategies to develop students’ writing skills	248	17%	17%	34%	24%	40%	64%	1%
How to teach writing	252	29%	18%	47%	18%	33%	51%	1%
EVALUATION								
How to evaluate students’ writing skills	246	22%	20%	42%	14%	42%	56%	2%
How to evaluate students’ reading skills	249	20%	19%	39%	19%	41%	60%	2%
USING READING/WRITING RESOURCES								
How to manage a reading corner	252	8%	9%	17%	12%	61%	73%	10%
How to use the textbooks	248	25%	13%	38%	15%	44%	59%	2%
How to use the teacher’s guide for the textbooks	95	26%	11%	37%	11%	50%	61%	2%

3.0 RECOMMENDATIONS AND CONCLUSIONS

Several positive findings emerge from this study, not the least of which is that teachers say they enjoy reading and the vast majority of them believe that young students **can** learn to read and write. In addition, teachers at all grade levels and in both curriculum and classical schools are integrating into their practices **some** of the evidence-based teaching strategies and learning activities required to develop students' reading/writing skills and competencies. However, the data also reveal that teachers focus intensely on specific reading competencies at the expense of others. This may be because teachers believe that certain skills and competencies are more critical to the development of students' reading/writing abilities than others, or because they have a narrow understanding of the different skills and competencies that contribute to developing autonomous readers and writers. It may also be a function of teachers' perceptions of their students' cognitive development levels, and the age at which they can be reasonably expected to demonstrate certain skills and abilities.

Regardless of the reasons for the current reading/writing instructional patterns described in this report, the data suggest that students are not being provided opportunities to build, in a comprehensive and systemic manner, all the skills and competences outlined in the new student reading and writing standards. This section outlines recommendations to address the situation via two vehicles: 1) teacher training and 2) the development and distribution of supplementary instructional materials.

4.1 Teacher Training

The fact that preservice training is not a significant determinant in the type of instructional strategies teachers use, or in their professed beliefs about students' literacy development, suggests that the reading/writing methodology component of the teacher preservice program needs to be reviewed. The recommendations below are designed to guide that process, but they are equally applicable to the design and implementation of a comprehensive teacher inservice program.

1. ***Broaden teachers' (and student teachers') understandings of what it means to read and write*** - Teachers report spending a large portion of their instructional time on the "surface features" of reading and writing – activities to develop students' coding and decoding skills (language mechanisms) and their ability to spell and write correctly (conventions of written text). This is supported by their belief that a child who writes "well" is a child who does not make any spelling and/or grammar mistakes. Considerably less class time is devoted to activities to develop students' ability to derive meaning from text (comprehension) or to produce original texts (original production, style, coherence). This suggests that primary teachers have a very narrow – and limiting - view of what

constitutes reading and writing. Unless efforts are expended to expand teachers' definition of reading and writing, it is doubtful that they will see the importance of some of the competencies and skills outlined in the new student standards – and that they will allocate valuable class time to developing these skills and competencies.

In the case of reading, the fact that almost half of early primary teachers maintain that students must memorize a text before being able to understand it, or that one teacher out of four (23%) maintains that children must be able to recite a text before they can read it, points to something that must be addressed during future training: the role of recitation and memorization in the reading process. Although beginning readers will often reread a text so often that they will finish by “memorizing it”, reading – and in particular reading comprehension - should not be equated with memorization, and memorization should not be viewed as a preliminary step of the reading process. Teachers' responses suggest that there is some confusion about this point.

The fact that teachers maintain that children have significantly less difficulty writing than they do reading suggests that teachers have a very limited view of what it means to “write”. Trainings must stress the distinction between calligraphy (forming letters or words correctly), copying (copying texts from another source) and “writing” per se. The latter involves the production of an original text by the student. The fact that 48% of teachers affirm that they never have students produce an original text or sentence (one third think this is an inappropriate activity to do with young children) suggests that their understanding of what it means to “write,” and the importance of writing in building students' reading skills, may indeed be limited.

2. ***Demonstrate to teachers (and student teachers) the interconnectedness of reading and writing, and the benefits of an integrated instructional program*** – Research over the past 20 years has clearly demonstrated the interconnectedness of reading and writing. Reading reinforces writing skills and vice versa. The results of this study suggest that the majority of Malian teachers continue to view reading and writing as two separate processes. Not surprisingly, two thirds of teachers maintain that it is better to teach reading and writing as separate subjects, so as not to confuse children. Malian primary teachers also tend to view reading as a precursor to writing: children must learn to read before they can learn to write. This may explain why teachers spend more time on reading activities than they do on writing. They may be delaying introducing writing until they feel that students are able to read at an appropriate level.
3. ***Introduce teachers to the principles of emergent writing and the importance of original production in developing students' reading and writing skills*** – Teachers overwhelmingly believe that they should correct everything that students write, and that they should correct all of the errors in their productions. These practices discourage students from expressing themselves freely and from taking risks with the written language – factors that can severely impede students' language development. Teachers need to be

introduced to the principles of emergent writing, and the instructional practices associated with it, if children are to be offered a learning environment that encourages the development and verification of hypothesis about how written codes operate.

4. ***Introduce teachers to the different aspects of reading and writing outlined in the new student standards – and how each is essential to the development of students’ reading and writing abilities*** – The results of this study suggest that teachers have a narrow or limited view of the different aspects of reading and writing that students must develop if they are to negotiate meaning from text or to communicate their thoughts and ideas clearly in written form. Pre service and inservice trainings must focus on ensuring that teachers are aware of all of the different competencies and skills required to read and understand a text and how they can structure learning activities for beginning, developing and semi-autonomous readers to develop and reinforce all these skills and competencies.
5. ***Introducing teachers to age-appropriate reading and writing learning activities to develop the reading and writing competencies that teachers generally feel are not developmentally appropriate for young children*** - The results indicate that teachers’ expectations of when the majority of students can reasonably be expected to demonstrate certain skills and abilities are dramatically different than those of Ministry curriculum specialists. Although the vast majority of teachers are of the opinion that all children can learn to read and write, they generally feel that the associated skills will develop much later than specified in the new Ministry standards – sometimes a full two years later, sometimes a full four years later.

It is difficult to identify the origin of these beliefs– whether teachers’ have adjusted their expectations based on their observations of students’ abilities, or whether students’ low performance are a result of teachers not having provided them with opportunities to develop the full complement of skills required to support their learning. Whatever the cause, if teachers’ are teaching to their expectations, by the end of grade 4 students will not have skills and abilities required to negotiate meaning from a variety of texts, including texts needed to support their learning in other subject areas.

The percentage of teachers who consider certain skills or activities to be “inappropriate” for young learners (see Table 9, for example) suggests that teachers either do not view these skills or activities as essential for developing young readers or writers, or that they do not know how to implement age-appropriate learning activities to develop these skills. Teachers may need to see and hear how these skills can be addressed with young learners, and in particular with second language students in resource lean environments. Providing teachers with concrete models, either through interactive radio or via video clips of Malian teachers using the practices successfully with their students, will be essential to convincing teachers that these skills can be developed in young children and

that young children are able to develop, at a much earlier age, the skills necessary to support their learning.

6. ***Introducing teachers to how to evaluate students' reading and writing skills*** – Teachers are generally in agreement that they have not benefitted from sufficient trainings in how to evaluate students' reading and writing development. As a result, they are ill-equipped to assess whether or not children are developing the skills and competencies outlined in the new standards document. Any future trainings should focus on this aspect and provide teachers with the tools to conduct formative, diagnostic and summative evaluations.
7. ***Implementing a reading for pleasure program in primary classrooms*** – Teachers overwhelmingly report that they like to read, and one out of two maintains that they read three or more times a week. The majority of teachers also agree that children should develop an enjoyment of reading, and should be afforded time during the week to read texts or books of their own choosing - texts that are not found in their textbooks.

Unfortunately, very few teachers report actually providing such opportunities for the students they teach, no doubt because very few classrooms are equipped with commercial materials to support such a reading program. Trainings should emphasize the importance of such programs, and provide teachers with ideas on how they have students produce original reading materials that can then serve the basis for a reading for pleasure program (producing their own books or texts; having older children produce books for younger classes, etc.)

8. ***Develop and implement a training program for instructional leaders (Principals, Conseillers pédagogiques) on effective reading/writing instruction*** – Teachers perceive that in-class visits by Principals and Area Supervisors (Conseillers pédagogiques) are helpful in assisting them to improve their instructional practices. For that reason, Principals and Area Supervisors need to be trained in all aspects of effective reading and writing instruction, so that they in turn can provide targeted, quality support to teachers.

4.2 Materials Development and Distribution

In addition to training, if Malian primary teachers are to shift their current instructional practices, they need access to resources that support an expanded view of what reading and writing teaching and learning can entail. This includes:

1. ***Developing revised Curriculum guides*** - The existing curriculum guides do not necessarily provide the level of guidance that teachers' need. The classical curriculum has not been updated since the early 90s and hence is not rooted in the latest research on effective

reading/writing instructional. The guides need to be updated to align with the new student standards and clearly lay out grade-level expectations in terms of students' reading and writing competencies. They also need to provide teachers with assistance in how to design learning activities and structure the classroom learning environment so as to ensure that students develop those competencies.

The curriculum for bilingual, curriculum schools does contain the basis for a comprehensive reading and writing program. However, in its present form it is cumbersome and not particularly user friendly. As a result, teachers have difficulty extracting the information they need to guide their practice. Producing a supplementary guide, that focuses specifically on reading and writing would facilitate the adoption of the types of practices required to support students' reading development.

Both guides need to show teachers how to organize their week/month to integrate all of the different components of a comprehensive reading/writing program, and outline for them age-appropriate activities for students. The guides need to provide teachers with clear "blueprints" to help them change how they currently structure learning in reading and writing classes.

- 2. Distributing teachers' guides and copies of standards*** – Three quarters of grade 2 teachers and half of grade 4 teachers do not have a copy of the teachers' guide for the French textbook. As a result, teachers are left to their own devices to interpret how the materials are to be used. Given that teachers have a relatively narrow view of the components of reading and writing instruction, it can be assumed that they are not using the materials to their fullest potential.

It would also be beneficial to review the existing teachers' guides for the French textbooks to determine the extent to which the instructional methodologies proposed will result in the delivery of a comprehensive and balanced learning program that addresses all the competencies outlined in the new standards. Where necessary, modifications should be made before any subsequent reprinting or redistribution.

- 3. Printing and distributing additional copies of existing student reading textbooks, and developing new textbooks*** - Over 50% of teachers report that they do not have sufficient student textbooks for the students in their class. One way to address this over the short term is to print and distribute additional copies of existing textbooks.

Over the medium and long term, the Ministry should consider evaluating the efficacy of existing textbooks, in terms of enabling students to develop the skills and competencies outlined in the student standards, and where warranted, modify existing textbooks or new ones. Care should be taken to ensure that the new textbooks are well adapted to the Malian context and to the needs of primary students.

- 4. *Developing and distributing supplementary teaching instructional materials*** – Although curriculum guides and teachers’ guides for textbooks constitute essential planning materials, they cannot contain all of the ingredients of a comprehensive and balanced reading and writing program. Additional materials should be produced to show teachers how to design grade-specific learning activities for each aspect of the standards, for evaluating students’ learning, and for implementing specific reading and writing-related programs (the writing process, reading corners, personal writing programs, etc.).

- 5. *Reading for pleasure*** – Teachers overwhelmingly say that they enjoy reading and that students should have the opportunity to read texts or books of their own choosing. However, few teachers actually implement a “reading for pleasure” program for their students, due in part to the lack of access to supplementary reading materials. Emphasis should be placed on developing “library in a box” programs for primary classrooms; collections of reading materials for young children that they can read at their leisure , as part of a formal classroom “reading for pleasure” program, or that they can take home and read with siblings or other family members.

4.0 APPENDICES

4.1 List of participating schools

4.2 Teacher Questionnaire

4.2.1 Grades 1 and 2, Curriculum

4.2.2 Grades 3 and 4, Curriculum

4.2.3 Grades 1 and 2, Classical

4.2.4 Grades 3 and 4, Classical

4.3 Summary tables - Chi square analysis: Sections B, C/D, E, F and G

Section B – Teachers’ Personal Literacy Practices: Summary of Chi square analysis

Section C and D – Teachers’ instructional Practices: Summary of Chi square analysis

Section E – Teachers’ Beliefs: Summary of Chi square analysis

Section F – Perceptions of Children’s Literacy Development: Summary of Chi square analysis

Section G – Perceptions of Professional Development Experiences: Summary of Chi square analysis

4.1 List of participating schools

Academy	CAP	Type of school	Name of School	
Bamako Rive Droite	Banankabougou	Curriculum	Magnambougou. Pr.B	
		Curriculum	Sogoniko "A"	
	Kalabancoura	Curriculum	Baco.Djicoroni B	
		Curriculum	Kalabancoura "D"	
Bamako Rive Gauche	Banconi	Classical	Djanguinébougou	
		Classical	ECOM-Zékénékorobougou	
		Classical	Sikoro "E"	
		Classical	Sikoro "ECOM"	
		Curriculum	Babène SANTARA "A"	
		Curriculum	Banconi "B"	
		Curriculum	Banconi "F"	
		Curriculum	Fadjiguila "A"	
	Bozola	Curriculum	Bougouba	
		Curriculum	Inemassa Cissé "F".	
	Djélibougou	Curriculum	Djélibougou "B"	
		Curriculum	Doumanzana "B"	
	Lafiabougou	Curriculum	Lafia "A4"	
		Curriculum	Sory Diakité "B"	
	Sébénikoro	Classical	Dontèmè "B"	
		Classical	Kalabambougou	
		Classical	Sébénikoro "E"	
		Classical	Sibiribougou	
		Curriculum	Djikororni Para D.	
		Curriculum	Dontèmè "A"	
		Curriculum	Dontèmè "C"	
		Curriculum	Sébénikoro "C"	
	Gao	Gao	Classical	Todjel gargouna
			Classical	Forgo gaina
Classical			Camp firhoun	
Classical			Kobe	
Curriculum			Battal	
Curriculum			Forgo	
Curriculum			Koima	
Curriculum			Tacharane	
Kati	Kangaba	Classical	Nougani	
		Classical	Selin	
		Classical	Koure	
		Classical	Sanankoro	
		Curriculum	Dambala	
		Curriculum	Kangaba c	
		Curriculum	Somalofira	
		Curriculum	Kambali	
Kayes	Kayes RG	Classical	Diboli	
		Classical	Keniou	

		Classical	Sadiola
		Classical	Dankourou
		Curriculum	Khasso iii
		Curriculum	Liberte i
		Curriculum	Moussala
		Curriculum	Sangafara
Mopti	Ténékou	Classical	Almamy k.
		Classical	Soumana b. T.
		Classical	Tc a
		Classical	Senebamanan
		Curriculum	Kigney
		Curriculum	Mayatake
		Curriculum	Tenekou c
		Curriculum	Issa kalapo
Ségou	Ségou	Classical	Fanzana
		Classical	Togo
		Classical	Zambougou z.
		Classical	Samabougou
		Curriculum	Banankoro
		Curriculum	Farako
		Curriculum	Gia
		Curriculum	Moussokorobougou
Sikasso	Niena	Curriculum	Kabalan
		Curriculum	Taperela
		Curriculum	Konan
		Curriculum	Tiola
		Curriculum	Djeneni
		Curriculum	Karangasso
		Curriculum	N'tila
		Curriculum	Mompiela

**4.2.1 QUESTIONNAIRE- ENSEIGNANT - NIVEAU 1 (1^{ÈRE} ET 2^{ÈME} ANNÉES) -
ECOLES A CURRICULUM**

Approbation écrite des sujets

- Le Ministère de l'Éducation, en partenariat avec le Programme PHARE, s'intéresse à développer du matériel didactique et un programme de formation des enseignants en didactique de la lecture et de l'écriture.
- Dans le but de développer des matériels qui répondent à vos besoins et ceux de vos élèves, nous cherchons à comprendre le contexte dans lequel vous travaillez, ainsi que vos pratiques actuelles en matière de la lecture et d'écriture.
- Vous avez été sélectionné(e) pour participer à cette étude.
- Votre participation est très importante, mais vous avez le droit de ne pas participer si vous ne voulez pas.
- Vos réponses seront confidentielles, c'est-à-dire, nous n'allons jamais communiquer aux autorités locales, régionales ou nationales les réponses que vous avez fournies. Vos réponses seront conjuguées avec celles des autres enseignants pour fournir au Ministère et au Programme PHARE un portrait des tendances générales.
- Si vous acceptez de compléter ce questionnaire, nous vous remercions d'avance. Veuillez commencer avec la section des informations générales ci-dessus. Si vous préférez ne pas le compléter, veuillez svp le remettre maintenant à l'enquêteur.

J'accepte de compléter ce questionnaire, selon les conditions décrites ci-hauts.

_____ / _____ / _____
Nom et prénom

Date : jour mois année

A. RENSEIGNEMENTS

1. Nom de l'école : _____
2. Type d'école - Veuillez encercler 1. École classique 2. École curriculum 3. Medersa
3. Fonctionnement de l'école - Veuillez encercler : 1. École à double vacation

2. École à vacation simple
4. Statut professionnel - Veuillez encercler : 1. Enseignant communautaire 2. Enseignant titulaire
5. Age - _____ans
6. Nombres d'années d'expérience dans l'enseignement : _____ans
7. Sexe - Veuillez encercler : 1. Homme 2. Femme
8. Classe enseignée cette année - Veuillez encercler la ou les classes ou niveaux enseignés 1 = première année d'école (Niveau 1, première année) 2 = deuxième année d'école (Niveau 1, deuxième année) 3 = troisième année d'école (Niveau 2, première année) 4 = quatrième année d'école (Niveau 2, deuxième année) 5 = cinquième année d'école (Niveau 3, première année) 6 = sixième année d'école (Niveau 3, deuxième année)
9. Zone de l'école - Veuillez encercler une seule option , svp 1. zone rurale 2. zone urbaine 3. zone périurbaine
10. Diplôme le plus élevé Veuillez encercler une seule option , svp 1 = Doctorat 2 = Maitrise/DEA 3 = ENSUP 4 = IFM 5 = BAC 6 = DEF 7= Autres : _____

B. QUESTIONS GÉNÉRALES

Encerchez votre réponse, svp.		
11.	Aimez-vous lire ? 1. Non 2. Oui, un peu 3. Oui, beaucoup 4. Je ne sais pas	11.
12.	Lisez-vous pour le plaisir en dehors de l'école? 1. Non, jamais 2. Oui, 1 ou 2 fois par semaine 3. Oui, 3 fois ou plus par semaine 4. Je ne sais pas	12.
13.	Y a-t-il un endroit dans votre localité (une bibliothèque, une ONG, une association, ...) d'où vous pouvez aller emprunter des livres ? 1. Non 2. Oui 3. Je ne sais pas	13.
14.	Avez-vous déjà emprunté des livres à une bibliothèque ? 1. Non 2. Oui 3. Je ne sais pas	14.
15.	Avez-vous un exemplaire du programme officiel en vigueur pour les écoles à curriculum que vous pouvez consulter régulièrement ? 1. Non 2. Oui 3. Je ne sais pas	15.
22	Combien de fois depuis la rentrée le directeur d'école a-t-il observé un de vos cours de langue et communication? 1. Jamais 2. Jamais, car je suis le directeur 3. Une fois 4. 2 à 4 fois 5. 5 à 7 fois 6. Plus de 7 fois	22
23	Combien de fois depuis la rentrée le conseiller pédagogique a-t-il observé un de vos cours de langue et communication ?	23

	<ul style="list-style-type: none"> 1. Jamais 2. Une fois 3. 2 à 4 fois 4. 5 à 7 fois 5. Plus de 7 fois 	
21	<p>Combien de fois depuis la rentrée avez-vous communiqué par écrit à un parent ou à un(e) ami(e) ou à un voisin?</p> <ul style="list-style-type: none"> 1. Jamais 2. Une fois 3. 2 à 4 fois 4. 5 à 7 fois 5. Plus de 7 fois 	21

C. ACTIVITÉS DES ÉLÈVES (dans les cours de langue et communication)

C. ACTIVITÉS FAITES PAR LES ÉLÈVES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
A quelle fréquence les élèves font-ils les activités suivantes dans les cours langue et communication (langue locale) ? (Cochez la case correspondante à droite.)								
22.	Compléter des exercices assignés par l'enseignant ou dans un cahier d'élève							22.
23.	Faire des dictées							23.
25	Identifier l'idée principale d'un récit ou d'un texte lu							25.
26	Faire des dessins des événements importants d'un récit lu à haute voix par l'enseignant							26.
27	Anticiper le contenu d'un récit à partir du titre ou des illustrations							27.
28	Dire ce qu'ils aiment dans un récit ou un texte							28.
29	Imaginer la fin d'un récit ou d'un texte lu ou qui leur est dit/lu par l'enseignant							29.
30	Dégager le sens d'un mot nouveau en analysant son usage dans une phrase ou un texte							30.
31	Redire dans l'ordre 2 ou 3 événements d'un récit dit ou lu par l'enseignant							31.
32	Afficher leurs productions écrites dans la classe							32.

C. ACTIVITÉS FAITES PAR LES ÉLÈVES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
33	Lire à haute voix pour l'enseignant ou pour les camarades de classe							33.
34	Lire silencieusement							34.
35	Lire des textes ou des livres qu'ils ont sélectionnés eux-mêmes							35.
36	Produire des textes ou des phrases originales (c'est-à-dire, des textes ou phrases qu'ils écrivent eux-mêmes, sans l'appui d'un modèle)							36.
37	Travailler en petits groupes pour compléter des activités de lecture ou écriture							37.
38	Participer à des discussions avec ses camarades de classe pour générer des idées avant de commencer à écrire sur un sujet donné							38.
39	Partager avec leurs camarades de classe tout ce qu'ils savent sur le thème d'un texte avant de le lire							39.
40	Répéter après l'enseignant les phrases d'un texte							40.
41	Copier du tableau des textes préparés par l'enseignant							41.
42	Remplacer le son du début d'un mot par un autre son pour former un nouveau mot (par exemple...mère/père)							42.
43	Deviner les mots qui manquent pour							43.

C. ACTIVITÉS FAITES PAR LES ÉLÈVES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
	compléter une phrase							
44.	Écrire 1 ou 2 phrases pour expliquer ce qu'ils ont aimé (ou pas aimé) par rapport à un texte lu							44.
45.	Répondre oralement à des questions sur un texte lu							45.
46.	Répondre par écrit à des questions sur un texte lu							46.
47.	Partager avec des camarades de classe leurs opinions ou sentiments par rapport à un texte lu							47.
48.	Compléter des devoirs de lecture à la maison le soir							48.
49.	Compléter des devoirs d'écrit à la maison le soir							49.
50.	Exprimer par écrit leurs opinions ou sentiments sur un texte							50.
51.	Identifier les sons au début et à la fin d'un mot							51.
52.	Trouver un mot qui rime avec un mot donné par l'enseignant							52.

D. NOTIONS ENSEIGNÉES (dans les cours de langue et communication)

D. NOTIONS ENSEIGNÉES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
En moyenne, combien de fois faites-vous les activités suivantes dans les cours de langue et communication (langue locale) ? (Cochez la case correspondante à droite.)								
55.	Montrer aux élèves comment décomposer un mot en syllabes (p. ex. - aventure - a/ven/tu/re)							55.
56.	Expliquer aux élèves l'utilisation des lettres majuscules							56.
57.	Expliquer aux élèves l'utilisation des signes de ponctuation							57.
58.	Montrer aux élèves comment former des phrases complètes							58.
59.	Montrer aux élèves comment orthographier les mots fréquents							59.
60.	Aider les élèves à dégager le sens d'un mot nouveau à partir de l'analyse du mot racine et des suffixes ou préfixes							60.
61.	Montrer aux élèves comment former les lettres							61.
62.	Aider les élèves à identifier le son que produit chaque lettre (ou les combinaisons de lettres) de l'alphabet							62.
63.	Aider les élèves à apprendre les noms des différentes lettres de							63.

D. NOTIONS ENSEIGNÉES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
	l'alphabet							
64.	Aider les élèves à se servir de leurs connaissances des sons et des lettres pour lire les mots							64.
65.	Montrer aux élèves comment espacer les mots lorsqu'ils écrivent							65.
66.	Demander aux élèves d'indiquer du doigt le premier ou le dernier mot d'une phrase							66.
67.	Demander aux élèves d'identifier les différentes parties d'un livre (couverture de devant, de derrière, page titre, illustration)							67.
68.	Demander aux élèves de trouver une lettre dans un mot							68.
69.	Demander aux élèves de trouver un mot dans une phrase							69.
70.	Demander aux élèves de vous montrer dans une phrase écrite le point, la virgule, le point d'interrogation ou le point d'exclamation							70.
71.	Demander aux élèves de vous dire ce qu'ils ont aimé (ou pas aimé) dans un récit							71.
72.	Demander aux élèves de vous dire ce qui s'est passé au début, au milieu ou à la fin d'un récit ou d'un texte lu							72.

D. NOTIONS ENSEIGNÉES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
73.	Demander aux élèves de réunir 2 ou 3 syllabes pour former un mot (par exemple /ma/ + /tin/ = matin)							73.
74.	Demander aux élèves de compter le nombre de syllabes dans un mot							74.
75.	Demander aux élèves de se servir des manuels scolaires, des lexiques ou des affichages dans la classe pour vérifier l'orthographe des mots nouveaux							75.
76.	Demander aux élèves d'ordonner correctement les mots d'une phrase							76.
77.	Demander aux élèves d'ordonner correctement 2 ou 3 phrases (ou plus) pour former un texte logique							77.
78.	Demander aux élèves de revoir le texte d'un ami en vue de corriger les fautes d'orthographe, de ponctuation ou de grammaire							78.
79.	Demander aux élèves de travailler avec en groupes pour créer ensemble un texte original							79.

E. D'ACCORD/PAS D'ACCORD

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD		A Tout à fait d'accord ***	B Plus ou moins d'accord **	C Un peu d'accord *	D Pas du tout d'accord	E Pas d'opinion	
Jusqu'à quel point êtes-vous d'accord avec les énoncés suivants ? (Cochez la case correspondante à droite.)							
91.	Tous les élèves peuvent apprendre à lire						91.
92.	Tous les élèves peuvent apprendre à écrire.						92.
97	J'ai suffisamment de manuels de lecture pour les élèves de ma classe						97.
98.	Les élèves éprouvent beaucoup de difficulté à apprendre à écrire						98.
99.	Il est important de donner chaque jour aux élèves du temps pour lire librement sur des sujets de leur choix						99.
100.	Les élèves doivent pouvoir identifier toutes lettres de l'alphabet par leur graphie et leur son AVANT de pouvoir lire et écrire un mot						100.
102	Si un élève fait des erreurs d'orthographe lors qu'il écrit pour la première fois un nouveau mot qu'il n'a pas étudié en classe, ce n'est pas grave						102.
103.	L'élève doit pouvoir réciter un texte avant de pouvoir le lire						103.

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD		A Tout à fait d'accord ***	B Plus ou moins d'accord **	C Un peu d'accord *	D Pas du tout d'accord	E Pas d'opinion	
Jusqu'à quel point êtes-vous d'accord avec les énoncés suivants ? (Cochez la case correspondante à droite.)							
104.	Il est mieux d'enseigner la lecture et l'écriture à part, comme deux matières séparées, pour ne pas perturber l'apprentissage des élèves						104.
105.	Il faut apprendre à lire AVANT d'apprendre à écrire						105.
106.	Les élèves des bas niveaux (niveaux 1 et 2, c'est-à-dire, les quatre premières années de l'école) ne sont pas capables de produire des textes originaux à l'écrit						106.
107.	Il est important de donner chaque jour aux élèves du temps pour écrire librement sur des thèmes de leur choix						107.
108.	Il est important de corriger toutes les erreurs dans les phrases des élèves.						108.
109.	Avant de demander aux élèves de lire un texte, il est mieux d'avoir une discussion avec toute la classe pour sortir ce qu'ils savent déjà du thème						109.
110.	Il est très difficile pour les élèves d'apprendre à lire.						110.
111.	L'enseignant doit corriger tout ce que l'élève écrit.						111.

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD		A	B	C	D	E	
		Tout à fait d'accord ***	Plus ou moins d'accord **	Un peu d'accord *	Pas du tout d'accord	Pas d'opinion	
Jusqu'à quel point êtes-vous d'accord avec les énoncés suivants ? (Cochez la case correspondante à droite.)							
112.	Il faut mémoriser un texte pour pouvoir le comprendre.						112.
113.	Il est important de faire des séances de lecture silencieuse en classe.						113.
114.	La lecture silencieuse est à éviter, car l'enseignant ne peut pas vérifier si les élèves sont en train de lire ou de lire correctement.						114.
115.	Un élève qui écrit bien, c'est un élève qui ne fait pas de fautes d'orthographe ou de grammaire.						115.
122	Les élèves apprennent à lire plus facilement dans la langue locale qu'en français						122.
123	Les élèves apprennent à écrire plus facilement dans la langue locale qu'en français						123.
116.	Je suis satisfait(e) des formations que j'ai reçues sur l'enseignement de la lecture						116.
117.	Je suis satisfait(e) des formations que j'ai reçu sur l'enseignement de l'écrit						117.
118.	Les visites de suivi effectuées par le directeur d'école m'aident à améliorer mon enseignement de la lecture/écriture						118.

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD		A Tout à fait d'accord ***	B Plus ou moins d'accord **	C Un peu d'accord *	D Pas du tout d'accord	E Pas d'opinion	
Jusqu'à quel point êtes-vous d'accord avec les énoncés suivants ? (Cochez la case correspondante à droite.)							
119.	Les visites de suivi effectuées par le conseiller pédagogique m'aident à améliorer mon enseignement de la lecture						119.
120.	J'ai souvent l'occasion d'échanger avec des collègues enseignants sur comment enseigner la lecture						120.
121.	J'ai souvent l'occasion d'échanger avec mes collègues enseignants sur comment enseigner l'écriture						121.

F. CAPACITÉS DES ÉLÈVES (EN LANGUE LOCALE)

F. CAPACITÉS DES ÉLÈVES		A	B	C	D	E	
		Avant la première année d'école	Niveau 1 (1er et 2ème années)	Niveau 2 (3ème et 4ème années)	Niveau 3 (5ème et 6ème années)	Ce n'est pas une habileté importante	
A quel niveau les élèves devraient-ils être capables de manifester POUR LA PREMIÈRE FOIS les habiletés suivantes dans la langue locale...							
125.	Lire à haute voix et avec peu d'erreurs un texte simple qu'ils voient pour la première fois						125.
126.	Écrire leur nom						126.
127.	Comprendre les textes lus						127.
128.	Reconnaître toutes les lettres majuscules et minuscules						128.
129.	Identifier le son produit par chaque lettre de l'alphabet						129.
130.	Comprendre les récits simples dits par l'enseignant						130.
131.	Réciter les lettres de l'alphabet						131.
132.	Écrire un texte original (c'est-à-dire, sans modèle)						132.
133.	Écrire des phrases simples						133.
134.	Revoir la copie d'un camarade de classe en vue de l'aider ses fautes d'orthographe ou de grammaire						134.
135.	Orthographier correctement les mots fréquents de 3 à 4 lettres						135.
136.	Séparer par une virgule (dans les phrases originales, que les élèves produisent eux-mêmes) une série de						136.

F. CAPACITÉS DES ÉLÈVES		A	B	C	D	E	
		Avant la première année d'école	Niveau 1 (1er et 2ème années)	Niveau 2 (3ème et 4ème années)	Niveau 3 (5ème et 6ème années)	Ce n'est pas une habileté importante	
A quel niveau les élèves devraient-ils être capables de manifester POUR LA PREMIÈRE FOIS les habiletés suivantes dans la langue locale...							
	mots ou de noms						
137.	Dégager le sens d'un mot nouveau à partir de son usage dans la phrase						137.
138.	Organiser leurs idées avant d'écrire un texte original (c'est-à-dire, un texte qu'ils composent eux-mêmes, sans l'appui de l'enseignant ou sans modèle)						138.
139.	Exprimer leurs opinions sur un texte lu ou un récit qui leur a été dit ou lu par l'enseignant						139.
140.	Lire des textes de leur propre choix (c'est-à-dire qu'ils choisissent eux-mêmes)						140.

G. ACTIVITÉS DE FORMATION		A	B	C	D	E	
		Oui, beaucoup ***	Oui, moyennement **	Oui, mais très peu *	Non, pas du tout	Ce n'est pas un thème important	
Penser à toutes les activités de formation auxquelles vous avez assistés au cours de trois dernières années. Les thèmes suivants, ont-ils été traités lors de ces formations ?							
152.	Comment les jeunes apprenants apprennent à lire						152.
153.	Les stratégies d'enseignement pour développer les compétences en lecture des élèves						153.
154.	Les stratégies d'enseignement pour développer les compétences en écriture des élèves						154.
155.	Comment évaluer les compétences en lecture des élèves						155.
156.	Comment évaluer les compétences en écriture des élèves						156.
157.	Comment gérer un coin bibliothèque						157.
158.	Comment se servir des manuels						158.
160	Comment enseigner la lecture						160.
161	Comment enseigner l'écriture						161.

QUESTIONNAIRE- ENSEIGNANT - NIVEAU 2 (3ème et 4ème ANNÉES)

- Ecoles à Curriculum

Approbation écrite des sujets

- Le Ministère de l'Éducation, en partenariat avec le Programme PHARE, s'intéresse à développer du matériel didactique et un programme de formation des enseignants en didactique de la lecture et de l'écriture.
- Dans le but de développer des matériels qui répondent à vos besoins et ceux de vos élèves, nous cherchons à comprendre le contexte vous travaillez, ainsi que vos pratiques actuelles en matière de la lecture et de l'écriture.
- Vous avez été sélectionné(e) pour participer à cette étude.
- Votre participation est très importante, mais vous avez le droit de ne pas participer si vous ne voulez pas.
- Vos réponses seront confidentielles, c'est-à-dire, nous n'allons jamais communiquer aux autorités locales, régionales ou nationales les réponses que vous avez fournies. Vos réponses seront conjuguées avec celles des autres enseignants pour fournir au Ministère et au Programme Phare un portrait des tendances générales.
- Si vous acceptez de compléter ce questionnaire, veuillez commencer avec la section des informations générales ci-dessus. Si vous préférez ne pas le compléter, veuillez svp le remettre maintenant à l'enquêteur.

J'accepte de compléter ce questionnaire, selon les conditions décrites ci-hauts.

_____ / ____ / ____
Nom et prénom

Date : jour mois année

A. RENSEIGNEMENTS

1. Nom de l'école : _____

2. Type d'école - Veuillez encercler

1. École classique

2. École curriculum

3. Medersa

<p>3. Fonctionnement de l'école - Veuillez encercler :</p> <p>1. École à double vacation</p> <p>2. École à vacation simple</p>
<p>4. Statut professionnel - Veuillez encercler :</p> <p>1. Enseignant communautaire</p> <p>2. Enseignant titulaire</p>
<p>5. Age - _____ ans</p>
<p>6. Nombres d'années d'expérience dans l'enseignement : _____ ans</p>
<p>7. Sexe - Veuillez encercler :</p> <p>1. Homme</p> <p>2. Femme</p>
<p>8. Classe enseignée cette année -</p> <p>Veuillez encercler la ou les classes ou niveaux enseignés</p> <p>1 = première année d'école (Niveau 1, première année)</p> <p>2 = deuxième année d'école (Niveau 1, deuxième année)</p> <p>3 = troisième année d'école (Niveau 2, première année)</p> <p>4 = quatrième année d'école (Niveau 2, deuxième année)</p> <p>5 = cinquième année d'école (Niveau 3, première année)</p> <p>6 = sixième année d'école (Niveau 3, deuxième année)</p>
<p>9. Zone de l'école - Veuillez encercler une seule option, svp</p> <p>1. zone rurale</p> <p>2. zone urbaine</p> <p>3. zone périurbaine</p>
<p>10. Diplôme le plus élevé Veuillez encercler une seule option, svp</p> <p>1 = Doctorat</p> <p>2 = Maitrise/DEA</p> <p>3 = ENSUP</p> <p>4 = IFM</p> <p>5 = BAC</p> <p>6 = DEF</p> <p>7= Autres : _____</p>

B. QUESTIONS GÉNÉRALES

Encerchez votre réponse, svp.		
16.	Aimez-vous lire ? 1. Non 2. Oui, un peu 3. Oui, beaucoup 4. Je ne sais pas	16.
17.	Lisez-vous pour le plaisir en dehors de l'école? 1. Non, jamais 2. Oui, 1 ou 2 fois par semaine 3. Oui, 3 fois ou plus par semaine 4. Je ne sais pas	17.
18.	Y a-t-il un endroit (une bibliothèque, un ONG, une association, ...) d'où vous pouvez aller emprunter des livres ? 1. Non 2. Oui 3. Je ne sais pas	18.
19.	Avez-vous déjà emprunté des livres à une bibliothèque ? 1. Non 2. Oui 3. Je ne sais pas	19.
20.	Avez-vous un exemplaire du programme en vigueur pour les écoles à curriculum que vous pouvez consulter régulièrement ? 1. Non 2. Oui 3. Je ne sais pas	20.
17	Combien de fois depuis la rentrée le directeur d'école a-t-il observé un de vos cours de langue et communication? 1. Jamais 2. Jamais, car je suis le directeur 3. Une fois 4. 2 à 4 fois 5. 5 à 7 fois 6. Plus de 7 fois	17
19	Combien de fois depuis la rentrée le conseiller pédagogique a-t-il observé un de vos cours de langue et communication ? 1. Jamais	19

	<ul style="list-style-type: none"> 2. Une fois 3. 2 à 4 fois 4. 5 à 7 fois 5. Plus de 7 fois 	
21	<p>Combien de fois depuis la rentrée avez-vous écrit une lettre à un parent ou un(e) ami(e)?</p> <ul style="list-style-type: none"> 1. Jamais 2. Une fois 3. 2 à 4 fois 4. 5 à 7 fois 5. Plus de 7 fois 	21

C. ACTIVITÉS DES ÉLÈVES (dans les cours de langue et communication)

C. ACTIVITÉS FAITES PAR LES ÉLÈVES	A	B	C	D	E	F	
	3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	

A quelle fréquence les élèves font-ils les activités suivantes dans les cours langue et communication (langue locale) ? (Cochez la case correspondante à droite.)

22.	Compléter des exercices dans leur manuel ou dans un cahier d'élève							22.
23.	Faire des dictées							23.
25.	Identifier l'idée principale d'un récit ou d'un texte lu							25.
26.	Faire des dessins des événements importants d'un récit lu à haute voix par l'enseignant							26.
27.	Anticiper le contenu d'un récit à partir du titre ou des illustrations							27.
28.	Dire ce qu'ils aiment dans un récit ou un texte							28.
29.	Imaginer la fin d'un récit ou d'un texte lu ou qui leur est dit ou lu par l'enseignant							29.
30.	Dégager le sens d'un mot nouveau en analysant son usage dans une phrase ou un texte							30.
31.	Redire dans l'ordre 2 ou 3 événements d'un récit dit ou lu par l'enseignant							31.
32.	Afficher leurs productions écrites dans la classe							32.
33.	Lire à haute voix pour l'enseignant ou pour les camarades de classe							33.
34.	Lire silencieusement							34.

C. ACTIVITÉS FAITES PAR LES ÉLÈVES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
35.	Lire des textes ou des livres ou textes qu'ils ont sélectionnés eux-mêmes							35.
36.	Produire des textes ou des phrases originales (c'est-à-dire, des textes ou phrases qu'ils écrivent eux-mêmes, sans l'appui d'un modèle)							36.
37.	Travailler en petits groupes pour compléter des activités de lecture ou écriture							37.
38.	Participer à des discussions avec ses camarades de classe pour générer des idées avant de commencer à écrire sur un sujet donné							38.
39.	Partager avec leurs camarades de classe tout ce qu'ils savent sur le thème d'un texte avant de le lire							39.
40.	Répéter après l'enseignant les phrases d'un texte							40.
41.	Copier du tableau des textes préparés par l'enseignant							41.
42.	Remplacer le son du début d'un mot par un autre son pour former un nouveau mot (par exemple...mère/père)							42.
43.	Deviner les mots qui manquent pour compléter une phrase							43.
44.	Écrire 1 ou 2 phrases pour expliquer ce qu'ils ont aimé (ou pas aimé) par rapport à un texte lu							44.
45.	Répondre oralement à des questions sur un texte lu							45.
46.	Répondre par écrit à des questions sur un texte lu							46.
47.	Partager avec des camarades de classe							47.

C. ACTIVITÉS FAITES PAR LES ÉLÈVES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
	leurs opinions ou sentiments par rapport à un texte lu							
48.	Compléter des devoirs de lecture à la maison le soir							48.
49.	Compléter des devoirs d'écriture à la maison le soir							49.
50.	Exprimer par écrit leurs opinions ou sentiments sur un texte							50.
51.	Identifier les sons au début , au milieu et à la fin d'un mot							51.
52.	Trouver un mot qui rime avec un mot donné par l'enseignant							52.

D. NOTIONS ENSEIGNÉES (dans les cours de langue et communication)

D. NOTIONS ENSEIGNÉES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
En moyenne, combien de fois faites-vous les activités suivantes dans les cours de langue et communication (langue locale) ? (Cochez la case correspondante à droite.)								
55.	Montrer aux élèves comment décomposer en syllabes un mot de 2 ou 3 syllabes							55.
80	Expliquer aux élèves l'utilisation des mots de transition pour agencer deux phrases							80.
57	Expliquer aux élèves l'utilisation des points d'exclamation et d'interrogation							57.
81	Montrer aux élèves comment former des phrases complexes							81.
59	Montrer aux élèves comment orthographier les mots communs							59.
60	Montrer aux élèves comment dégager le sens d'un mot à partir de l'analyse des suffixes ou préfixes							60.
82	Aider les élèves à identifier les sons propres à la langue nationale, ainsi que les sons qui sont partagés avec la langue française							82.
83	Montrer aux élèves comment mettre en ordre alphabétique une liste de mots							83.
84	Aider les élèves à distinguer une phrase qui a un sens et une phrase qui n'a pas de sens							84.
64	Aider les élèves à se servir de leurs connaissances des sons et							64.

D. NOTIONS ENSEIGNÉES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropri ée pour ce niveau	
	des lettres pour lire les mots nouveaux							
85	Montrer aux élèves comment espacer les paragraphes de leurs textes							85.
86	Demander aux élèves de revoir le texte produit par un camarade de classe en vue d'identifier les adjectifs et adverbess qu'il pourrait ajouter à son texte pour le rendre plus expressive							86.
87	Demander aux élèves d'écrire plusieurs phrases pour résumer ce qu'il a appris au cours de la journée et ce qu'il a aimé de sa journée							87.
88	Demander aux élèves de rédiger plusieurs phrases pour expliquer les liens entre les événements d'un récit ou un texte et leurs expériences de vie							88.
89	Demander aux élèves d'anticiper la suite d'un texte et justifier sa réponse							89.
90	Demander aux élèves de produire un texte original ayant un début, un milieu et une fin							90.
71	Demander aux élèves de vous dire ce qu'ils ont aimé (ou pas aimé) dans un récit							71.
72	Demander aux élèves de vous dire ce qui s'est passé au début, au milieu ou à la fin d'un récit ou d'un texte lu							72.
75	Demander aux élèves de se servir des manuels scolaires, des							73.

D. NOTIONS ENSEIGNÉES		A 3 ou 4 fois par semaine (ou plus) ****	B 1 ou 2 fois par semaine ***	C 2 ou 3 fois par mois **	D Une fois par mois ou moins *	E Jamais	F C'est n'est pas une activité appropri ée pour ce niveau	
	lexiques ou des affichages dans la classe pour vérifier l'orthographe des mots nouveaux							
77	Demander aux élèves d'ordonner correctement les phrases d'un texte pour former un texte cohérent							77.
78	Demander aux élèves de revoir le texte d'un ami en vu de corriger les fautes d'orthographe, de ponctuation ou de grammaire							78.
79	Demander aux élèves de travailler avec en groupes pour créer ensemble un texte original							79.

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD		A	B	C	D	E	
		Tout à fait d'accord ***	Plus ou moins d'accord **	Un peu d'accord *	Pas du tout d'accord	Pas d'opinion	
Jusqu'à quel point êtes-vous d'accord avec les énoncés suivants ? (Cochez la case correspondante à droite.)							
91.	Tous les élèves peuvent apprendre à lire						91.
92.	Tous les élèves peuvent apprendre à écrire.						92.
98	Les élèves éprouvent beaucoup de difficulté à apprendre à écrire						98.
99.	Il est important de donner chaque jour aux élèves du temps pour lire librement sur des sujets de leur choix						99.
100.	Les élèves doivent pouvoir identifier toutes lettres de l'alphabet par leur graphie et leur son AVANT de pouvoir lire et écrire un mot						100.
101.	Les élèves devraient apporter leurs textes de lecture à la maison le soir						101.
102.	Si un élève fait des erreurs d'orthographe lors qu'il écrit pour la première fois un nouveau mot qu'il n'a pas étudié en classe, ce n'est pas grave						102.
103.	L'élève doit pouvoir réciter un texte avant de pouvoir le lire						103.
104.	Il est mieux d'enseigner la lecture et l'écriture à part, comme deux matières séparées, pour ne pas perturber l'apprentissage des élève						104.

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD	A Tout à fait d'accor d ***	B Plus ou moins d'accor d **	C Un peu d'accor d *	D Pas du tout d'accor d	E Pas d'opini on	
--	--	---	--	---	-------------------------------	--

Jusqu'à quel point êtes-vous d'accord avec les énoncés suivants ? (Cochez la case correspondante à droite.)

105.	Il faut apprendre à lire AVANT d'apprendre à écrire						105.
106.	Les élèves des bas niveaux (niveaux 1 et 2, c'est-à-dire, les quatre premières années de l'école) ne sont pas capables de produire des textes originaux à l'écrit						106.
107.	Il est important de donner chaque jour aux élèves du temps pour écrire librement sur des thèmes de leur choix						107.
108.	Il est important de corriger toutes les erreurs dans les phrases des élèves.						108.
109.	Avant de demander aux élèves de lire un texte, il est mieux d'avoir une discussion avec toute la classe pour sortir ce qu'ils savent déjà du thème						109.
110.	Il est très difficile pour les élèves d'apprendre à lire.						110.
111.	L'enseignant doit corriger tout ce que l'élève écrit						111.
112.	Il faut mémoriser un texte pour pouvoir le comprendre.						112.
113.	Il est important de faire des séances de lecture silencieuse en classe						113.
114.	La lecture silencieuse est à éviter, car l'enseignant ne peut pas vérifier si les élèves sont en train de lire ou de lire						114.

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD	A	B	C	D	E	
	Tout à fait d'accord ***	Plus ou moins d'accord **	Un peu d'accord *	Pas du tout d'accord	Pas d'opinion	

Jusqu'à quel point êtes-vous d'accord avec les énoncés suivants ? (Cochez la case correspondante à droite.)

	correctement						
115.	Un élève qui écrit bien, c'est un élève qui ne fait pas de fautes d'orthographe ou de grammaire.						115.
122	Les élèves apprennent à lire plus facilement dans la langue locale qu'en français						122.
123	Les élèves apprennent à écrire plus facilement dans la langue locale qu'en français						123.
116	Je suis satisfait(e) des formations que j'ai reçues sur l'enseignement de la lecture						116.
117.	Je suis satisfait(e) des formations que j'ai reçu sur l'enseignement de l'écrit						117.
118.	Les visites de suivi effectuées par le directeur d'école m'aident à améliorer mon enseignement de la lecture/écriture						118.
119.	Les visites de suivi effectuées par le conseiller pédagogique m'aident à améliorer mon enseignement de la lecture						119.
120.	J'ai souvent l'occasion d'échanger avec des collègues enseignants sur comment enseigner la lecture						120.
121.	J'ai souvent l'occasion d'échanger avec mes collègues enseignants sur comment enseigner l'écriture						121.

F. CAPACITÉS DES ÉLÈVES (EN LANGUE LOCALE)

F. CAPACITÉS DES ÉLÈVES		A	B	C	D	E	
		Avant la première année d'école	Niveau 1 (1er et 2ème années)	Niveau 2 (3ème et 4ème années)	Niveau 3 (5ème et 6ème années)	Ce n'est pas une habileté importante	
A quel niveau les élèves devraient-ils être capables de manifester POUR LA PREMIÈRE FOIS les habiletés suivantes dans la langue locale...							
125	Lire à haute voix et avec peu d'erreurs un texte qu'ils voient pour la première fois						125.
147	Placer le titre d'un texte au bon endroit						147.
127	Comprendre les textes lus						127.
143	Structurer un texte original de façon à avoir un début, un milieu et une fin						
144	Écrire des textes originaux qui contiennent des phrases simples et complexes						144.
145	Se servir, dans leurs productions spontanées comme dans leurs productions réfléchies, des majuscules pour les noms propres, les titres et les abréviations						145.
146	Commencer un texte original par une phrase d'introduction						146.
132	Écrire un texte original (c'est-à-dire, sans modèle)						132.
148	Écrire des phrases complexes						148.
134	Revoir la copie d'un camarade de classe en vue de l'aider ses fautes d'orthographe ou de grammaire						134.
149	Orthographier correctement les mots courants						149.
150	Se servir correctement du point d'interrogation et du point d'exclamation dans leurs productions originales						150.

F. CAPACITÉS DES ÉLÈVES		A	B	C	D	E	
		Avant la première année d'école	Niveau 1 (1er et 2ème années)	Niveau 2 (3ème et 4ème années)	Niveau 3 (5ème et 6ème années)	Ce n'est pas une habileté importante	
A quel niveau les élèves devraient-ils être capables de manifester POUR LA PREMIÈRE FOIS les habiletés suivantes dans la langue locale...							
137	Dégager le sens d'un mot nouveau à partir de son usage dans la phrase						137.
138	Organiser leurs idées avant d'écrire un texte original (c'est-à-dire, un texte qu'ils composent eux-mêmes, sans l'appui de l'enseignant ou sans modèle)						138.
139	Exprimer leurs opinions sur un texte lu ou un récit qui leur a été dit ou lu par l'enseignant						139.
140	Lire des textes de leur propre choix (c'est-à-dire qu'ils choisissent eux-mêmes)						140.
151	Rédiger une fin alternative pour un récit lu, ou un récit qui lui est lu ou dit par l'enseignant						151.

G. ACTIVITÉS DE FORMATION		A	B	C	D	E	
		Oui, beaucoup	Oui, moyennement	Oui, mais très peu	Non, pas du tout	Ce n'est pas un thème important	
		***	**	*			
Penser à toutes les activités de formation auxquelles vous avez assistés au cours de trois dernières années. Les thèmes suivants, ont-ils été traités lors de ces formations ?							
152.	Comment les jeunes apprenants apprennent à lire						152.
153.	Les stratégies d'enseignement pour développer les compétences en lecture des élèves						153.
154.	Les stratégies d'enseignement pour développer les compétences en écriture des élèves						154.
155.	Comment évaluer les compétences en lecture des élèves						155.
156.	Comment évaluer les compétences en écriture des élèves						156.
157.	Comment gérer un coin bibliothèque						157.
158.	Comment se servir des manuels						158.
160	Comment enseigner la lecture						160.
161	Comment enseigner l'écriture						161.

4.2.3 QUESTIONNAIRE- ENSEIGNANT – NIVEAU 1 (1^{ÈRE} ET 2^{ÈME} ANNÉES)

Écoles Classiques

Approbation écrite des sujets

- Le Ministère de l'Éducation, en partenariat avec le Programme PHARE, s'intéresse à développer du matériel didactique et un programme de formation des enseignants en didactique de la lecture et de l'écriture.
- Dans le but de développer des matériels qui répondent à vos besoins et ceux de vos élèves, nous cherchons à comprendre le contexte dans lequel vous travaillez, ainsi que vos pratiques actuelles en matière de lecture et d'écriture.
- Vous avez été sélectionné(e) pour participer à cette étude.
- Votre participation est très importante, mais vous avez le droit de ne pas participer si vous ne voulez pas.
- Vos réponses seront confidentielles, c'est-à-dire, nous n'allons jamais communiquer aux autorités locales, régionales ou nationales les réponses que vous avez fournies. Vos réponses seront conjuguées avec celles des autres enseignants pour fournir au Ministère et au Programme PHARE un portrait des tendances générales.
- Si vous acceptez de compléter ce questionnaire, nous vous remercions à l'avance. veuillez commencer avec la section des informations générales ci-dessus. Si vous préférez ne pas le compléter, veuillez svp le remettre maintenant à l'enquêteur.

J'accepte de compléter ce questionnaire, selon les conditions décrites ci-hauts.

_____ / /
Nom et prénom

Date : jour mois année

A. RENSEIGNEMENTS

1. Nom de l'école : _____
2. Type d'école - Veuillez encercler 1. École classique 2. École curriculum 3. Medersa
3. Fonctionnement de l'école - Veuillez encercler : 1. École à double vacation 2. École à vacation simple

<p>4. Statut professionnel - Veuillez encercler :</p> <p>1. Enseignant communautaire</p> <p>2. Enseignant titulaire</p>
<p>5. Age - _____ans</p>
<p>6. Nombres d'années d'expérience dans l'enseignement : _____ans</p>
<p>7. Sexe - Veuillez encercler :</p> <p>1. Homme</p> <p>2. Femme</p>
<p>8. Classe enseignée cette année -</p> <p>Veuillez encercler la ou les classes ou niveaux enseignés</p> <p>1 = première année d'école (Niveau 1, première année)</p> <p>2 = deuxième année d'école (Niveau 1, deuxième année)</p> <p>3 = troisième année d'école (Niveau 2, première année)</p> <p>4 = quatrième année d'école (Niveau 2, deuxième année)</p> <p>5 = cinquième année d'école (Niveau 3, première année)</p> <p>6 = sixième année d'école (Niveau 3, deuxième année)</p>
<p>9. Zone de l'école - Veuillez encercler une seule option, svp</p> <p>1. zone rurale</p> <p>2. zone urbaine</p> <p>3. zone périurbaine</p>
<p>10. Diplôme le plus élevé Veuillez encercler une seule option, svp</p> <p>1 = Doctorat</p> <p>2 = Maitrise/DEA</p> <p>3 = ENSUP</p> <p>4 = IFM</p> <p>5 = BAC</p> <p>6 = DEF</p> <p>7= Autres : _____</p>

B. QUESTIONS GÉNÉRALES

Encerclez votre réponse, svp.		
21.	Aimez-vous lire ? 1. Non 2. Oui, un peu 3. Oui, beaucoup 4. Je ne sais pas	21.
22.	Lisez-vous pour le plaisir en dehors de l'école? 1. Non, jamais 2. Oui, 1 ou 2 fois par semaine 3. Oui, 3 fois ou plus par semaine 4. Je ne sais pas	22.
23.	Y a-t-il un endroit dans votre localité (une bibliothèque, une ONG, une association, ...) d'où vous pouvez aller emprunter des livres ? 1. Non 2. Oui 3. Je ne sais pas	23.
24.	Avez-vous déjà emprunté des livres à une bibliothèque ? 1. Non 2. Oui 3. Je ne sais pas	24.
25.	Avez-vous un exemplaire du programme officiel en vigueur que vous pouvez consulter régulièrement? 1. Non 2. Oui 3. Je ne sais pas	25.
26.	Avez-vous le guide du maître pour le manuel de français? 1. Non 2. Oui 3. Je ne sais pas	26.
27.	Combien de fois depuis la rentrée le directeur d'école a-t-il observé un de vos cours de lecture? 1. Jamais 2. Jamais, car je suis le directeur 3. Une fois 4. 2 à 4 fois 5. 5 à 7 fois	27.

	6. Plus de 7 fois	
28.	<p>Combien de fois depuis la rentrée le directeur d'école a-t-il observé un de vos cours d'écriture?</p> <ol style="list-style-type: none"> 1. Jamais 2. Jamais, car je suis le directeur 3. Une fois 4. 2 à 4 fois 5. 5 à 7 fois 6. Plus de 7 fois 	28.
29.	<p>Combien de fois depuis la rentrée le conseiller pédagogique a-t-il observé un de vos cours de lecture?</p> <ol style="list-style-type: none"> 1. Jamais 2. Une fois 3. 2 à 4 fois 4. 5 à 7 fois 5. Plus de 7 fois 	29.
30.	<p>Combien de fois depuis la rentrée le conseiller pédagogique a-t-il observé un de vos cours d'écriture?</p> <ol style="list-style-type: none"> 1. Jamais 2. Une fois 3. 2 à 4 fois 4. 5 à 7 fois 5. Plus de 7 fois 	30.
31.	<p>Combien de fois depuis la rentrée avez-vous communiqué par écrit avec un parent, un(e) ami(e) ou un voisin?</p> <ol style="list-style-type: none"> 1. Jamais 2. Une fois 3. 2 à 4 fois 4. 5 à 7 fois 5. Plus de 7 fois 	31.

C. ACTIVITÉS DES ÉLÈVES (dans les cours de lecture ou écriture)

C. ACTIVITÉS FAITES PAR LES ÉLÈVES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
A quelle fréquence les élèves font-ils les activités suivantes dans les cours de lecture ou écriture ? (Cochez la case correspondante à droite.)								
32.	Compléter des exercices dans leur manuel ou dans un cahier d'élève							22.
33.	Faire des dictées							23.
34.	Lire un texte/récit qui n'est pas dans leur manuel							24.
35.	Identifier l'idée principale d'un récit ou d'un texte lu							25.
36.	Faire des dessins des événements importants d'un récit lu à haute voix par l'enseignant							26.
37.	Anticiper le contenu d'un récit à partir du titre ou des illustrations							27.
38.	Dire ce qu'ils aiment dans un récit ou un texte							28.
39.	Imaginer la fin d'un récit ou d'un texte lu ou dit /lu par l'enseignant							29.
40.	Dégager le sens d'un mot nouveau en analysant son usage dans une phrase ou un texte							30.
41.	Redire dans l'ordre 2 ou 3 événements d'un récit dit ou lu par l'enseignant							31.
42.	Afficher leurs productions écrites dans la classe							32.
43.	Lire à haute voix pour l'enseignant ou pour les camarades de classe							33.

C. ACTIVITÉS FAITES PAR LES ÉLÈVES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
44.	Lire silencieusement							34.
45.	Lire des livres ou textes qu'ils ont sélectionnés eux-mêmes							35.
46.	Produire des textes ou des phrases originales (c'est-à-dire, des textes ou phrases qu'ils écrivent eux-mêmes, sans l'appui d'un modèle)							36.
47.	Travailler en petits groupes pour compléter des activités de lecture ou écriture							37.
48.	Participer à des discussions avec ses camarades de classe pour générer des idées avant de commencer à écrire sur un sujet donné							38.
49.	Partager avec leurs camarades de classe tout ce qu'ils savent sur le thème d'un texte avant de le lire							39.
50.	Répéter après l'enseignant les phrases d'un texte							40.
51.	Copier du tableau des textes préparés par l'enseignant							41.
52.	Remplacer le son du début d'un mot par un autre son pour former un nouveau mot (par exemple...mère/père)							42.
53.	Deviner les mots qui manquent pour compléter une phrase							43.
54.	Écrire 1 ou 2 phrases pour expliquer ce qu'ils ont aimé (ou pas aimé) par rapport à un texte lu							44.
55.	Répondre oralement à des questions sur un texte lu							45.

C. ACTIVITÉS FAITES PAR LES ÉLÈVES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus)	1 ou 2 fois par semaine	2 ou 3 fois par mois	Une fois par mois ou moins	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
		****	***	**	*			
56.	Répondre par écrit à des questions sur un texte lu							46.
57.	Partager avec des camarades de classe leurs opinions ou sentiments par rapport à un texte lu							47.
58.	ÉLIMINER							48.
59.	Compléter des devoirs d'écriture à la maison le soir							49.
60.	Exprimer par écrit leurs opinions ou sentiments sur un texte							50.
61.	Identifier les sons au début et à la fin d'un mot							51.
62.	Trouver un mot qui rime avec un mot donné par l'enseignant							52.

D. NOTIONS ENSEIGNÉES (dans les cours de lecture ou écriture)

D. NOTIONS ENSEIGNÉES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus)	1 ou 2 fois par semaine	2 ou 3 fois par mois	Une fois par mois ou moins	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
		****	***	**	*			
En moyenne, combien de fois faites-vous les activités suivantes dans les cours de lecture ou écriture? (Cochez la case correspondante à droite.)								
55.	Montrer aux élèves comment décomposer un mot en syllabes (p. ex. – aventure – a/ven/tu/re)							55.
56.	Expliquer aux élèves l'utilisation des lettres majuscules							56.
57.	Expliquer aux élèves l'utilisation des signes de ponctuation							57.
58.	Montrer aux élèves comment former des phrases complètes							58.
59.	Montrer aux élèves comment orthographier les mots fréquents							59.
60.	Aider les élèves à dégager le sens d'un mot nouveau à partir de l'analyse du mot racine et des suffixes ou préfixes							60.
61.	Montrer aux élèves comment former les lettres							61.
62.	Aider les élèves à identifier le son que produit chaque lettre (ou les combinaisons de lettres) de l'alphabet							62.
63.	Aider les élèves à apprendre les noms des différentes lettres de l'alphabet							63.
64.	Aider les élèves à se servir de leurs connaissances des sons et des							64.

D. NOTIONS ENSEIGNÉES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
	lettres pour lire les mots							
65.	Montrer aux élèves comment espacer les mots lorsqu'ils écrivent							65.
66.	Demander aux élèves d'indiquer du doigt le premier ou le dernier mot d'une phrase							66.
67.	Demander aux élèves d'identifier les différentes parties d'un livre (couverture de devant, de derrière, page titre, illustration)							67.
68.	Demander aux élèves de trouver une lettre dans un mot							68.
69.	Demander aux élèves de trouver un mot dans une phrase							69.
70.	Demander aux élèves de vous montrer dans une phrase écrit le point, la virgule, le point d'interrogation ou le point d'exclamation							70.
71.	Demander aux élèves de vous dire ce qu'ils ont aimé (ou pas aimé) dans un récit							71.
72.	Demander aux élèves de vous dire ce qui s'est passé au début, au milieu ou à la fin d'un récit ou d'un texte lu							72.
73.	Demander aux élèves de réunir 2 ou 3 syllabes pour former un mot (par exemple /ma/ + /tin/ = matin							73.
74.	Demander aux élèves de compter le nombre de syllabes dans un mot							74.

D. NOTIONS ENSEIGNÉES		A 3 ou 4 fois par semaine (ou plus) ****	B 1 ou 2 fois par semaine ***	C 2 ou 3 fois par mois **	D Une fois par mois ou moins *	E Jamais	F C'est n'est pas une activité appropri ée pour ce niveau	
75.	Demander aux élèves de se servir des manuels scolaires, des lexiques ou des affichages dans la classe pour vérifier l'orthographe des mots nouveaux							75.
76.	Demander aux élèves d'ordonner correctement les mots d'une phrase							76.
77.	Demander aux élèves d'ordonner correctement 2 ou 3 phrases (ou plus) pour former un texte logique							77.
78.	Demander aux élèves de revoir le texte d'un ami en vue de corriger les fautes d'orthographe, de ponctuation ou de grammaire							78.
79.	Demander aux élèves de travailler en groupes pour créer ensemble un texte original							79.

E. D'ACCORD/PAS D'ACCORD

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD		A	B	C	D	E	
		Tout à fait d'accord ***	Plus ou moins d'accord **	Un peu d'accord *	Pas du tout d'accord	Pas d'opinion	
Jusqu'à quel point êtes-vous d'accord avec les énoncés suivants ? (Cochez la case correspondante à droite.)							
91.	Tous les élèves qui vont à l'école peuvent apprendre à lire						91.
92.	Tous les élèves qui vont à l'école peuvent apprendre à écrire.						92.
93.	Les manuels de lecture en français sont bien adaptés aux besoins de mes élèves						93.
94.	Les manuels de lecture en langue nationale sont bien adaptés aux besoins de mes élèves						94.
95.	Mes élèves trouvent intéressants les manuels de lecture						95.
96.	Les manuels de lecture sont bien adaptés au contexte malien						96.
97.	J'ai suffisamment de manuels de lecture pour les élèves de ma classe						97.
98.	Les élèves éprouvent beaucoup de difficulté à apprendre à écrire						98.
99.	Il est important de donner chaque jour aux élèves du temps pour lire librement sur des sujets de leur choix						99.
100.	Les élèves doivent pouvoir identifier toutes les lettres de l'alphabet par leur graphie et leur son AVANT de pouvoir lire et écrire un mot						100.
101.	Les élèves devraient apporter leurs manuels de lecture à la maison le soir						101.

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD		A Tout à fait d'accord ***	B Plus ou moins d'accord **	C Un peu d'accord *	D Pas du tout d'accord	E Pas d'opinion	
102.	Si un élève fait des erreurs d'orthographe lors qu'il écrit pour la première fois un nouveau mot qu'il n'a pas étudié en classe, ce n'est pas grave						102.
103.	L'élève doit pouvoir réciter un texte avant de pouvoir le lire						103.
104.	Il est mieux d'enseigner la lecture et l'écriture à part, comme deux matières séparées, pour ne pas perturber l'apprentissage des élèves						104.
105.	Il faut apprendre à lire AVANT d'apprendre à écrire						105.
106.	Les élèves des niveaux 1 et 2 ne sont pas capables de produire des textes originaux à l'écrit						106.
107.	Il est important de donner chaque jour aux élèves du temps pour écrire librement sur des thèmes de leur choix						107.
108.	Il est important de toujours corriger les erreurs dans les phrases écrites des élèves.						108.
109.	Avant de demander aux élèves de lire un texte, il est mieux d'avoir une discussion avec toute la classe pour sortir ce qu'ils savent déjà du thème						109.
110.	Il est très difficile pour les élèves d'apprendre à lire.						110.
111.	L'enseignant doit corriger tout ce que l'élève écrit.						111.

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD		A	B	C	D	E	
		Tout à fait d'accord ***	Plus ou moins d'accord **	Un peu d'accord *	Pas du tout d'accord	Pas d'opinion	
112.	Il faut mémoriser un texte pour pouvoir le comprendre.						112.
113.	Il est important de faire des séances de lecture silencieuse en classe.						113.
114.	La lecture silencieuse est à éviter, car l'enseignant ne peut pas vérifier si les élèves sont en train de lire ou de lire correctement.						114.
115.	Un élève qui écrit bien, c'est un élève qui ne fait pas de fautes d'orthographe ou de grammaire.						115.
116.	Je suis suffisamment formé à l'enseignement de la lecture						116.
117.	Je suis suffisamment formé à l'enseignement de l'écrit						117.
118.	Les visites de suivi-appui effectuées par le directeur d'école m'aident à améliorer mon enseignement de la lecture/écriture						118.
119.	Les visites de suivi-appui effectuées par le conseiller pédagogique m'aident à améliorer mon enseignement de la lecture						119.
120.	J'ai souvent l'occasion d'échanger avec des collègues enseignants sur comment enseigner la lecture						120.
121.	J'ai souvent l'occasion d'échanger avec mes collègues enseignants sur comment enseigner l'écriture						121.

F. CAPACITÉS DES ÉLÈVES

F. CAPACITÉS DES ÉLÈVES		A	B	C	D	E	
		Avant la première année d'école	Niveau 1 (1er et 2ème années)	Niveau 2 (3ème et 4ème années)	Niveau 3 (5ème et 6ème années)	Ce n'est pas une habileté importante	
A quel niveau les élèves devraient-ils être capables de manifester POUR LA PREMIÈRE FOIS les habiletés suivantes en français ?							
125.	Lire à haute voix et avec peu d'erreurs un texte simple qu'ils voient pour la première fois						125.
126.	Écrire leur nom						126.
127.	Comprendre les textes qu'ils lisent						127.
128.	Identifier toutes les lettres majuscules et minuscules						128.
129.	Identifier le son produit par chaque lettre de l'alphabet (par exemple, la lettre « C » fait le son « s » et « ck »)						129.
130.	Comprendre les récits simples dits par l'enseignant.						130.
131.	Réciter les lettres de l'alphabet.						131.
132.	Écrire un texte original (c'est-à-dire, sans modèle).						132.
133.	Écrire des phrases simples.						133.
134.	Revoir la copie d'un camarade de classe en vue de l'aider à corriger ses fautes d'orthographe ou de grammaire.						134.
135.	Orthographier correctement les mots fréquents de 3 à 4 lettres.						135.

F. CAPACITÉS DES ÉLÈVES		A	B	C	D	E	
		Avant la première année d'école	Niveau 1 (1er et 2ème années)	Niveau 2 (3ème et 4ème années)	Niveau 3 (5ème et 6ème années)	Ce n'est pas une habileté importante	
A quel niveau les élèves devraient-ils être capables de manifester POUR LA PREMIÈRE FOIS les habiletés suivantes en français ?							
136.	Séparer par une virgule (dans les phrases originales, que les élèves produisent eux-mêmes) une série de mots ou de noms.						136.
137.	Dégager le sens d'un mot nouveau à partir de son usage dans la phrase.						137.
138.	Organiser leurs idées avant d'écrire un texte original (c'est-à-dire, un texte qu'ils composent eux-mêmes, sans l'appui de l'enseignant ou sans modèle).						138.
139.	Exprimer leurs opinions sur un texte ou un récit qui leur a été dit ou lu par l'enseignant.						139.
142.	Exprimer leurs opinions sur un texte qu'ils ont lu.						142.
140.	Lire des textes de leur propre choix (c'est-à-dire qu'ils choisissent eux-mêmes).						140.
141.	Ecrire un texte original à partir d'une ou de plusieurs illustrations.						141.

G. ACTIVITÉS DE FORMATION		A Oui, beaucoup	B Oui, moyennement	C Oui, mais très peu	D Non, pas du tout	E Ce n'est pas un thème important	
		***	**	*			
Les activités de formation auxquelles vous avez participées au cours des trois dernières années ont-elles inclus les thèmes suivants :							
152.	Les processus cognitifs de l'apprentissage de la lecture						152.
153.	Les stratégies d'enseignement pour développer les compétences en lecture des élèves						153.
154.	Les stratégies d'enseignement pour développer les compétences en écriture des élèves						154.
155.	Comment évaluer les compétences des élèves en lecture						155.
156.	Comment évaluer les compétences des élèves en écriture						156.
157.	Comment gérer un coin bibliothèque/un coin de lecture						157.
158.	Comment se servir des manuels						158.
159.	Comment se servir des guides de l'enseignant qui accompagnent les manuels						159.
160.	Comment enseigner la lecture						160.
161.	Comment enseigner l'écriture						161.

4.2.4 QUESTIONNAIRE- ENSEIGNANT - NIVEAU 2 (3^{ème} et 4^{ÈME} ANNÉES)

Ecoles classiques

Approbation écrite des sujets

- Le Ministère de l'Éducation, en partenariat avec le Programme PHARE, s'intéresse à développer du matériel didactique et un programme de formation des enseignants en didactique de la lecture et de l'écriture.
- Dans le but de développer des matériels qui répondent à vos besoins et ceux de vos élèves, nous cherchons à comprendre le contexte dans lequel vous travaillez, ainsi que vos pratiques actuelles en matière de la lecture et de l'écriture.
- Vous avez été sélectionné(e) pour participer à cette étude.
- Votre participation est très importante, mais vous avez le droit de ne pas participer si vous ne voulez pas.
- Vos réponses seront confidentielles, c'est-à-dire, nous n'allons jamais communiquer aux autorités locales, régionales ou nationales les réponses que vous avez fournies. Vos réponses seront conjuguées avec celles des autres enseignants pour fournir au Ministère et au Programme PHARE un portrait des tendances générales.
- Si vous acceptez de compléter ce questionnaire, nous vous remercions d'avance. Veuillez commencer avec la section des informations générales ci-dessus. Si vous préférez ne pas le compléter, veuillez svp le remettre maintenant à l'enquêteur.

J'accepte de compléter ce questionnaire, selon les conditions décrites ci-hauts.

_____ / ____ / ____
Nom et prénom

Date : jour mois année

A. RENSEIGNEMENTS

1. Nom de l'école : _____

2. Type d'école - Veuillez encercler

1. École classique

2. École curriculum

3. Medersa

3. Fonctionnement de l'école - Veuillez encercler :

1. École à double vacation

2. École à vacation simple

<p>4. Statut professionnel - Veuillez encercler :</p> <p>1. Enseignant communautaire</p> <p>2. Enseignant titulaire</p>
<p>5. Age - _____ans</p>
<p>6. Nombres d'années d'expérience dans l'enseignement : _____ans</p>
<p>7. Sexe Veuillez encercler :</p> <p>1. Homme</p> <p>2. Femme</p>
<p>8. Classe enseignée cette année -</p> <p>Veuillez encercler la ou les classes ou niveaux enseignés</p> <p>1 = première année d'école (Niveau 1, première année)</p> <p>2 = deuxième année d'école (Niveau 1, deuxième année)</p> <p>3 = troisième année d'école (Niveau 2, première année)</p> <p>4 = quatrième année d'école (Niveau 2, deuxième année)</p> <p>5 = cinquième année d'école (Niveau 3, première année)</p> <p>6 = sixième année d'école (Niveau 3, deuxième année)</p>
<p>9. Zone de l'école - Veuillez encercler une seule option, svp</p> <p>1. zone rurale</p> <p>2. zone urbaine</p> <p>3. zone périurbaine</p>
<p>10. Diplôme le plus élevé Veuillez encercler une seule option, svp</p> <p>1 = Doctorat</p> <p>2 = Maitrise/DEA</p> <p>3 = ENSUP</p> <p>4 = IFM</p> <p>5 = BAC</p> <p>6 = DEF</p> <p>7= Autres : _____</p>

B. QUESTIONS GÉNÉRALES

Encerchez votre réponse, svp.		
32.	Aimez-vous lire ? 1. Non 2. Oui, un peu 3. Oui, beaucoup 4. Je ne sais pas	63.
33.	Lisez-vous pour le plaisir en dehors de l'école? 1. Non, jamais 2. Oui, 1 ou 2 fois par semaine 3. Oui, 3 fois ou plus par semaine 4. Je ne sais pas	64.
34.	Y a-t-il un endroit dans votre localité (une bibliothèque, uns ONG, une association, ...) d'où vous pouvez aller emprunter des livres ? 1. Non 2. Oui 3. Je ne sais pas	65.
35.	Avez-vous déjà emprunté des livres à une bibliothèque ? 1. Non 2. Oui 3. Je ne sais pas	66.
36.	Avez-vous un exemplaire du programme officiel en vigueur que vous pouvez consulter régulièrement? 1. Non 2. Oui 3. Je ne sais pas	67.
37.	Avez-vous le guide du maître pour le manuel de français? 1. Non 2. Oui 3. Je ne sais pas	68.
38.	Combien de fois depuis la rentrée le directeur d'école a-t-il observé un de vos cours de lecture? 1. Jamais 2. Jamais, car je suis le directeur 3. Une fois	69.

	<ul style="list-style-type: none"> 4. 2 à 4 fois 5. 5 à 7 fois 6. Plus de 7 fois 	
39.	<p>Combien de fois depuis la rentrée le directeur d'école a-t-il observé un de vos cours d'écriture ?</p> <ul style="list-style-type: none"> 1. Jamais 2. Jamais, car je suis le directeur 3. Une fois 4. 2 à 4 fois 5. 5 à 7 fois 6. Plus de 7 fois 	70.
40.	<p>Combien de fois depuis la rentrée le conseiller pédagogique a-t-il observé un de vos cours de lecture ou écriture?</p> <ul style="list-style-type: none"> 1. Jamais 2. Une fois 3. 2 à 4 fois 4. 5 à 7 fois 5. Plus de 7 fois 	71.
41.	<p>Combien de fois depuis la rentrée le conseiller pédagogique a-t-il observé un de vos cours d'écriture?</p> <ul style="list-style-type: none"> 1. Jamais 2. Une fois 3. 2 à 4 fois 4. 5 à 7 fois 5. Plus de 7 fois 	72.
42.	<p>Combien de fois depuis la rentrée avez-vous communiqué par écrit avec un parent, un(e) ami(e) ou un voisin?</p> <ul style="list-style-type: none"> 1. Jamais 2. Une fois 3. 2 à 4 fois 4. 5 à 7 fois 5. Plus de 7 fois 	73.

ACTIVITÉS DES ÉLÈVES (dans les cours de lecture ou écriture)

C. ACTIVITÉS FAITES PAR LES ÉLÈVES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
A quelle fréquence les élèves font-ils les activités suivantes dans les cours de lecture ou écriture ? (Cochez la case correspondante à droite.)								
22.	Compléter des exercices dans leur manuel ou dans un cahier d'élève							22.
23.	Faire des dictées							23.
24.	Lire un texte/récit qui n'est pas dans leur manuel							24.
25.	Identifier l'idée principale d'un récit ou d'un texte lu							25.
26.	Faire des dessins des événements importants d'un récit lu à haute voix par l'enseignant							26.
27.	Anticiper le contenu d'un récit à partir du titre ou des illustrations							27.
28.	Dire ce qu'ils aiment dans un récit ou un texte lu (ou qui lui est dit où lu à haute voix par l'enseignant) et en donne une raison							28.
29.	Faire des hypothèses sur le contenu d'un texte, avant de le lire, et par la suite les comparer avec ce qui s'est passé dans le texte							29.
40.	Dégager le sens d'un mot nouveau en analysant son usage dans une phrase ou un texte							30.
41.	Redire dans l'ordre 2 ou 3 événements d'un récit dit ou lu par l'enseignant l'enseignant)							31.

C. ACTIVITÉS FAITES PAR LES ÉLÈVES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
42.	Afficher leurs productions écrites dans la classe							32.
43.	Lire à haute voix pour l'enseignant ou pour les camarades de classe							33.
44.	Lire silencieusement							34.
45.	Lire des textes ou des livres ou textes qu'ils ont sélectionnés eux-mêmes							35.
46.	Rédiger 1 ou 2 phrases originales pour faire le compte rendu d'un événement vécu (c'est-à-dire, des textes ou phrases qu'ils écrivent eux-mêmes, sans l'appui d'un modèle)							36.
47.	Travailler en petits groupes pour compléter des activités de lecture ou écriture							37.
48.	Participer à des discussions avec ses camarades de classe pour générer des idées avant de commencer à écrire sur un sujet donné							38.
49.	Partager avec leurs camarades de classe tout ce qu'ils savent sur le thème d'un texte avant de le lire							39.
50.	Répéter après l'enseignant les phrases d'un texte							40.
51	Copier du tableau des textes préparés par l'enseignant							41.
	Identifier les sons de la langue française qui sont propres à la langue française, ainsi que ceux qui							42.

C. ACTIVITÉS FAITES PAR LES ÉLÈVES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
	se retrouvent également dans la langue locale							
	Produire un court texte original sur un sujet de son choix							43.
54.	Écrire 1 ou 2 phrases pour expliquer ce qu'ils ont aimé (ou pas aimé) par rapport à un texte lu							44.
55.	Répondre oralement à des questions sur un texte lu							45.
56.	Répondre par écrit à des questions sur un texte lu							46.
57.	Partager avec des camarades de classe leurs opinions ou sentiments par rapport à un texte lu							47.
58.	Compléter des devoirs de lecture à la maison le soir							48.
59.	Compléter des devoirs d'écriture à la maison le soir							49.
60.	Exprimer par écrit leurs opinions ou sentiments sur un texte							50.
61.	Identifier les sons au début, au milieu et à la fin d'un mot							51.
62.	Trouver un mot qui rime avec un mot donné par l'enseignant							52.

W. NOTIONS ENSEIGNÉES (dans les cours de lecture ou écriture)

D. NOTIONS ENSEIGNÉES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
En moyenne, combien de fois faites-vous les activités suivantes dans les cours de lecture ou écriture? (Cochez la case correspondante à droite.)								
55.	Montrer aux élèves comment décomposer en syllabes un mot de 2 à 4 syllabes							55.
80	Expliquer aux élèves l'utilisation des mots de liaison (et, puis...)							80.
57	Expliquer aux élèves l'utilisation des points d'exclamation et d'interrogation							57.
81	Montrer aux élèves comment former des phrases complexes							81.
59	Montrer aux élèves comment orthographier les mots familiers							59.
60	Aider les élèves à dégager le sens d'un mot nouveau à partir de l'analyse du mot racine et des suffixes							60.
82	Aider les élèves à identifier les sons propres à la langue nationale, ainsi que les sons qui sont partagés avec la langue française							82.
83	Montrer aux élèves comment mettre en ordre alphabétique une liste de mots							83.
84	Aider les élèves à distinguer une phrase qui a un sens et une phrase qui n'a pas de sens							84.
64	Aider les élèves à se servir de leurs connaissances des sons et des lettres pour lire les mots nouveaux							64.

D. NOTIONS ENSEIGNÉES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
85	Montrer aux élèves comment espacer les paragraphes de leurs textes							85.
86	Demander aux élèves de revoir le texte produit par un camarade de classe en vue d'identifier les adjectifs qu'il pourrait ajouter à son texte pour le rendre plus expressive							86.
87	Demander aux élèves d'écrire 1 ou 2 phrases pour résumer ce qu'il a appris au cours de la journée et ce qu'il a aimé de sa journée							87.
88	Demander aux élèves de rédiger 1 ou 2 phrases pour expliquer les liens entre les événements d'un récit ou un texte et leurs expériences de vie							88.
89	Demander aux élèves d'anticiper la suite d'un texte							89.
70	Demander aux élèves de vous montrer dans une phrase écrit le point, la virgule, le point d'interrogation ou le point d'exclamation							70.
71	Demander aux élèves de vous dire ce qu'ils ont aimé (ou pas aimé) dans un récit							71.
72	Demander aux élèves de vous dire ce qui s'est passé au début, au milieu ou à la fin d'un récit ou d'un texte lu							72.
73	Demander aux élèves de réunir 2 ou 3 syllabes pour former un mot							73.

D. NOTIONS ENSEIGNÉES		A	B	C	D	E	F	
		3 ou 4 fois par semaine (ou plus) ****	1 ou 2 fois par semaine ***	2 ou 3 fois par mois **	Une fois par mois ou moins *	Jamais	C'est n'est pas une activité appropriée pour ce niveau	
	(par exemple /ma/ + /tin/ = matin							
75	Demander aux élèves de se servir des manuels scolaires, des lexiques ou des affichages dans la classe pour vérifier l'orthographe des mots nouveaux							75.
	ELIMINER							76.
77	Demander aux élèves d'ordonner correctement 2 ou 3 phrases (ou plus) pour former un texte logique							77.
78	Demander aux élèves de revoir le texte d'un ami en vu de corriger les fautes d'orthographe, de ponctuation ou de grammaire							78.
79	Demander aux élèves de travailler avec en groupes pour créer ensemble un texte original							79.

E. D'ACCORD/PAS D'ACCORD

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD		A	B	C	D	E	
		Tout à fait d'accord ***	Plus ou moins d'accord **	Un peu d'accord *	Pas du tout d'accord	Pas d'opinion	
Jusqu'à quel point êtes-vous d'accord avec les énoncés suivants ? (Cochez la case correspondante à droite.)							
91.	Tous les élèves qui vont à l'école peuvent apprendre à lire						91.
92.	Tous les élèves qui vont à l'école peuvent apprendre à écrire.						92.
93.	Les manuels de lecture en français sont bien adaptés aux besoins de mes élèves						93.
94.	Les manuels de lecture en langue nationale sont bien adaptés aux besoins de mes élèves						94.
95.	Mes élèves trouvent intéressants les manuels de lecture						95.
96.	Les manuels de lecture sont bien adaptés au contexte malien						96.
97.	J'ai suffisamment de manuels de lecture pour les élèves de ma classe						97.
98.	Les élèves éprouvent beaucoup de difficulté à apprendre à écrire.						98.
99.	Il est important de donner chaque jour aux élèves du temps pour lire librement sur des sujets de leur choix.						99.
100.	Les élèves doivent pouvoir identifier toutes les lettres de l'alphabet par leur graphie et leur son AVANT de pouvoir lire et écrire un mot.						100.
101.	Les élèves devraient apporter leurs manuels de lecture à la						101.

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD		A	B	C	D	E	
		Tout à fait d'accord ***	Plus ou moins d'accord **	Un peu d'accord *	Pas du tout d'accord	Pas d'opinion	
Jusqu'à quel point êtes-vous d'accord avec les énoncés suivants ? (Cochez la case correspondante à droite.)							
	maison le soir.						
102.	Si un élève fait des erreurs d'orthographe lors qu'il écrit pour la première fois un nouveau mot qu'il n'a pas étudié en classe, ce n'est pas grave .						102.
103.	L'élève doit pouvoir réciter un texte avant de pouvoir le lire .						103.
104.	Il est mieux d'enseigner la lecture et l'écriture à part, comme deux matières séparées, pour ne pas perturber l'apprentissage des élèves.						104.
105.	Il faut apprendre à lire AVANT d'apprendre à écrire.						105.
124.	Les élèves en 3ème et en 4ème ne sont pas capables de produire des textes originaux à l'écrit.						106.
107.	Il est important de donner chaque jour aux élèves du temps pour écrire librement sur des thèmes de leur choix.						107.
108.	Il est important de toujours corriger les erreurs dans les phrases écrites des élèves.						108.
109.	Avant de demander aux élèves de lire un texte, il est mieux d'avoir une discussion avec toute la classe pour sortir ce qu'ils savent déjà du thème.						109.
110.	Il est très difficile pour les élèves d'apprendre à lire						110.

E. ÉNONCÉS : D'ACCORD, PAS D'ACCORD		A	B	C	D	E	
		Tout à fait d'accord ***	Plus ou moins d'accord **	Un peu d'accord *	Pas du tout d'accord	Pas d'opinion	
Jusqu'à quel point êtes-vous d'accord avec les énoncés suivants ? (Cochez la case correspondante à droite.)							
111.	L'enseignant doit corriger tout ce que l'élève écrit.						111.
112.	Il faut mémoriser un texte pour pouvoir le comprendre.						112.
113.	Il est important de faire des séances de lecture silencieuse en classe.						113.
114.	La lecture silencieuse est à éviter, car l'enseignant ne peut pas vérifier si les élèves sont en train de lire ou de lire correctement.						114.
115.	Un élève qui écrit bien, c'est un élève qui ne fait pas de fautes d'orthographe ou de grammaire.						115.
116.	Je suis suffisamment formé à l'enseignement de la lecture.						116.
117.	Je suis suffisamment formé à l'enseignement de l'écriture.						117.
118.	Les visites de suivi-appui effectuées par le directeur d'école m'aident à améliorer mon enseignement de la lecture/écriture.						118.
119.	Les visites de suivi-appui effectuées par le conseiller pédagogique m'aident à améliorer mon enseignement de la lecture.						119.
120.	J'ai souvent l'occasion d'échanger avec des collègues enseignants sur comment enseigner la lecture.						120.
121.	J'ai souvent l'occasion d'échanger avec mes collègues enseignants sur comment enseigner l'écriture.						121.

F. CAPACITÉS DES ÉLÈVES

F. CAPACITÉS DES ÉLÈVES		A	B	C	D	E	
		Avant la première année d'école	Niveau 1 (1er et 2ème années)	Niveau 2 (3ème et 4ème années)	Niveau 3 (5ème et 6ème années)	Ce n'est pas une habileté import ante	
A quel niveau les élèves devraient-ils être capables de manifester POUR LA PREMIÈRE FOIS les habiletés suivantes en français ?							
125.	Lire à haute voix et avec peu d'erreurs un texte simple qu'ils voient pour la première fois.						125.
147.	Placer le titre d'un texte au bon endroit.						147.
127.	Comprendre les textes lus						127.
143	Structurer un texte original de façon à avoir un début, un milieu et une fin.						143.
144.	Écrire des textes originaux qui contiennent des phrases simples et complexes.						144.
145.	Se servir, dans leurs productions spontanées comme dans leurs productions réfléchies, des majuscules pour les noms propres, les titres et les abréviations.						145.
146.	Commencer un texte original par une phrase d'introduction .						146.
132	Écrire un texte original (c'est-à-dire, sans modèle						132.
148.	Écrire des phrases complexes.						148.
134.	Revoir la copie d'un camarade de classe en vue de l'aider à corriger ses fautes d'orthographe ou de grammaire						134.

F. CAPACITÉS DES ÉLÈVES		A	B	C	D	E	
		Avant la première année d'école	Niveau 1 (1er et 2ème années)	Niveau 2 (3ème et 4ème années)	Niveau 3 (5ème et 6ème années)	Ce n'est pas une habileté importante	
A quel niveau les élèves devraient-ils être capables de manifester POUR LA PREMIÈRE FOIS les habiletés suivantes en français ?							
149.	Orthographier correctement les mots fréquents.						149.
150.	Se servir correctement du point d'interrogation et du point d'exclamation dans leurs productions originales.						150.
137.	Dégager le sens d'un mot nouveau à partir de son usage dans la phrase						137.
138.	Organiser leurs idées avant d'écrire un texte original (c'est-à-dire, un texte qu'ils composent eux-mêmes, sans l'appui de l'enseignant ou sans modèle)						138.
142.	Exprimer leurs opinions sur un texte qu'ils ont lu						142.
139.	Exprimer leurs opinions sur un texte ou un récit qui leur a été dit ou lu par l'enseignant						139.
140.	Lire des textes de leur propre choix (c'est-à-dire qu'ils choisissent eux-mêmes)						140.
141.	Ecrire un texte original à partir d'une ou des illustrations						141.

G. ACTIVITÉS DE FORMATION	A	B	C	D	E	
	Oui, beaucoup	Oui, moyennement	Oui, mais très peu	Non, pas du tout	Ce n'est pas un thème important	
	***	**	*			

Les activités de formation auxquelles vous avez participées au cours des trois dernières années ont-elles incluses les thèmes suivants :

152.	Les processus cognitifs de l'apprentissage de la lecture						152.
153.	Les stratégies d'enseignement pour développer les compétences en lecture des élèves						153.
154.	Les stratégies d'enseignement pour développer les compétences des élèves en écriture						154.
155.	Comment évaluer les compétences des élèves en lecture						155.
156.	Comment évaluer les des élèves compétences en écriture						156.
157.	Comment gérer un coin bibliothèque/un coin de lecture						157.
158.	Comment se servir des manuels						158.
159.	Comment se servir des guides qui accompagnent les manuels de lecture						159.
160.	Comment enseigner la lecture						160.
161.	Comment enseigner l'écriture						161.

4.2 Summary tables - Chi square analysis

General observations (Section B of questionnaire) – Analysis by Zone (rural, urban)

	Rural	Urban	Overall	Chi square	df	p
Personal literacy practices						
Do you like to read?						
No	0%	,7%	,4%	7,675	2	,022
Yes, a little	24%	39%	32%			
Yes, a lot	77%	61%	68%			
Do you read for pleasure outside of school?						
No	3%	,7%	1,6%	---	---	---
Yes, 1 or 2 time a week	46%	53%	51%			
Yes, 3 or more times a week	50%	44%	47%			
Is there somewhere where you can borrow books?						
Yes	21%	34%	28%	12,755	2	,002
Have you ever borrowed books from a library?						
Yes	46%	37%	42%	---	---	---
How many times, since the beginning of the school year (ie, 4 months) have you written a letter to a parent or a friend?						
Never	43%	53%	49%	---	---	---
Once	25%	15%	19%			
Two to four times	18%	19%	19%			
Five to seven times	3%	4%	3%			
More than 7	11%	10%	10%			
Curriculum resources						
Do you have a copy of the curriculum guide that you can consult on a regular basis?						
Yes	63%	66%	64%	---	---	---
Do you have a copy of the teacher's guide for the French textbook? (<i>Question asked of Classical teachers only</i>)						
Yes	26%	46%	35%	4,285	1	,038
Supervisory practices						
How many times, since the beginning of the school year (ie, 4 months), has the principal observed one of your reading classes? (excludes responses from principals themselves)						
Never	33%	25%	29%	13,214	5	,021
Once	18%	26%	23%			
Two to four times	27%	36%	32%			
Five to seven times	4%	7%	6%			
More than 7	5%	3%	4%			
How many times, since the beginning of the school year (ie, 4 months), has the principal observed one of your writing classes? (excludes responses from principals themselves)						
Never	29%	58%	41%	---	---	---
Once	18%	10%	15%			
Two to four times	27%	23%	25%			
Five to seven times	4%	3%	3%			
More than 7	13%	8%	10%			
How many times, since the beginning of the school year (ie, 4 months), has the Conseiller pédagogique observed one of your reading classes?						

Never	79%	50%	63%	27,031	3	,000
Once	11%	37%	26%			
Two to four times	6%	11%	9			
Five to seven times	-	-	-			
More than 7	4%	1,5%	2%			
How many times, since the beginning of the school year (ie, 4 months), has the Conseiller pédagogique observed one of your writing classes?						
Never	77%	78%	77%	---	---	---
Once	13%	13%	13%			
Two to four times	7%	5%	6%			
Five to seven times	-	-	-			
More than 7	4%	5%	4%			

General observations (Section B of questionnaire) – Analysis by Gender (Male, Female)

	Male	Female	Overall	Chi square	df	p
Personal literacy practices						
Do you like to read?						
No	,8%	0%	,4%	---	---	---
Yes, a little	31%	33%	32%			
Yes, a lot	69%	67%	68%			
Do you read for pleasure outside of school?						
No	2,3%	,8%	2%	---	---	---
Yes, 1 or 2 time a week	44%	58%	51%			
Yes, 3 or more times a week	53%	41%	47%			
Is there somewhere where you can borrow books?						
Yes	27%	29%	28%	---	---	---
Have you ever borrowed books from a library?						
Yes	49%	35%	42%	---	---	---
How many times, since the beginning of the school year (ie, 4 months) have you written a letter to a parent or a friend?						
Never	41%	57%	49%	---	---	---
Once	23%	16%	19%			
Two to four times	21%	16%	19%			
Five to seven times	3%	3%	3%			
More than 7	12%	8%	10%			
Curriculum resources						
Do you have a copy of the curriculum guide that you can consult on a regular basis?						
Yes	61%	68%	64%	9,312	2	,010
Do you have a copy of the teacher's guide for the French textbook? (<i>Question asked of Classical teachers only</i>)						
Yes	43%	25%	35%	---	---	---
Supervisory practices						
How many times, since the beginning of the school year (ie, 4 months), has the principal observed one of your reading classes? (excludes responses from principals themselves)						
Never	27%	29%	28%	---	---	---
Once	24%	21%	23%			
Two to four times	28%	36%	32%			
Five to seven times	6%	6%	6%			
More than 7	3%	5%	4%			
How many times, since the beginning of the school year (ie, 4 months), has the principal observed one of your writing classes? (excludes responses from principals themselves)						
Never	37%	46%	41%	---	---	---
Once	19%	9%	15%			
Two to four times	21%	30%	25%			
Five to seven times	4%	2%	3%			
More than 7	10%	11%	10%			
How many times, since the beginning of the school year (ie, 4 months), has the Conseiller pédagogique observed one of your reading classes?						
Never	65%	62%	63%	---	---	---
Once	25%	27%	26%			
Two to four times	10%	7%	9%			
Five to seven times	-	-				

More than 7	,8%	4%	2%			
How many times, since the beginning of the school year (ie, 4 months), has the Conseiller pédagogique observed one of your writing classes?						
Never	77%	77%	77%	---	---	---
Once	14%	11%	13%			
Two to four times	8%	5%	6%			
Five to seven times	-	-	-			
More than 7	2%	7%	4%			

**General observations (Section B of questionnaire) – Analysis by Professional Status
(Community, Civil Servant)**

	Comm.	Civil S	Overall	Chi square	df	p
Personal literacy practices						
Do you like to read?						
No	0%	,5%	,4%	7,698	2	,021
Yes, a little	19%	36%	32%			
Yes, a lot	81%	63%	68%			
Do you read for pleasure outside of school?						
No	0%	2%	1,6%	---	---	---
Yes, 1 or 2 time a week	55%	48%	50%			
Yes, 3 or more times a week	45%	48%	47%			
Is there somewhere where you can borrow books?						
Yes	19%	31%	28%	6,678	2	,035
Have you ever borrowed books from a library?						
Yes	38%	43%	41%	---	---	---
How many times, since the beginning of the school year (ie, 4 months) have you written a letter to a parent or a friend?						
Never	35%	54%	49%	15,032	4	,005
Once	28%	17%	20%			
Two to four times	15%	20%	19%			
Five to seven times	7%	2%	3%			
More than 7	15%	8%	10%			
Curriculum resources						
Do you have a copy of the curriculum guide that you can consult on a regular basis?						
Yes	54%	68%	65%	7,483	2	,024
Do you have a copy of the teacher's guide for the French textbook? (<i>Question asked of Classical teachers only</i>)						
Yes	38%	34%	36%	---	---	---
Supervisory practices						
How many times, since the beginning of the school year (ie, 4 months), has the principal observed one of your reading classes? (excludes responses from principals themselves)						
Never	24%	29%	27%	---	---	---
Once	19%	25%	23%			
Two to four times	37%	30%	32%			
Five to seven times	3%	7%	6%			
More than 7	9%	3%	4%			
How many times, since the beginning of the school year (ie, 4 months), has the principal observed one of your writing classes? (excludes responses from principals themselves)						
Never	26%	52%	40%	11,305	5	,046
Once	16%	14%	15%			
Two to four times	33%	18%	25%			
Five to seven times	2%	4%	3%			
More than 7	19%	4%	11%			
How many times, since the beginning of the school year (ie, 4 months), has the Conseiller pédagogique observed one of your reading classes?						
Never	70%	60%	63%	14,927	3	002
Once	15%	31%	26%			
Two to four times	9%	9%	9%			

Five to seven times	-	-	-			
More than 7	7%	,6%	2%			
How many times, since the beginning of the school year (ie, 4 months), has the Conseiller pédagogique observed one of your writing classes?						
Never	72%	80%	76%	---	---	---
Once	14%	12%	13%			
Two to four times	7%	6%	7%			
Five to seven times	-	-	-			
More than 7	7%	2%	4%			

General observations (Section B of questionnaire) – Analysis by Type of School

	Classical	Curriculum	Overall	Chi square	df	p
Personal literacy practices						
Do you like to read?						
No	0%	,6%	,4%	15,976	2	,000
Yes, a little	17%	41%	32%			
Yes, a lot	83%	59%	68%			
Do you read for pleasure outside of school?						
No	3%	,6%	2%	---	---	---
Yes, 1 or 2 time a week	45%	54%	51%			
Yes, 3 or more times a week	51%	45%	47%			
Is there somewhere where you can borrow books?						
Yes	20%	32%	28%	---	---	---
Have you ever borrowed books from a library?						
Yes	42%	42%	42%	---	---	---
How many times, since the beginning of the school year (ie, 4 months) have you written a letter to a parent or a friend?						
Never	41%	53%	47%	13,821	4	,008
Once	22%	18%	19%			
Two to four times	14%	21%	19%			
Five to seven times	7%	1%	3%			
More than 7	16%	7%	10%			
Curriculum resources						
Do you have a copy of the curriculum guide that you can consult on a regular basis?						
Yes	73%	59%	64%	---	---	---
Do you have a copy of the teacher's guide for the French textbook? (<i>Question asked of Classical teachers only</i>)						
Yes	33%	-	-	---	---	---
Supervisory practices						
How many times, since the beginning of the school year (ie, 4 months), has the principal observed one of your reading classes? (excludes responses from principals themselves)						
Never	32%	27%	28%	---	---	---
Once	21%	24%	23%			
Two to four times	33%	32%	32%			
Five to seven times	3%	7%	6%			
More than 7	4%	4%	4%			
How many times, since the beginning of the school year (ie, 4 months), has the principal observed one of your writing classes? (excludes responses from principals themselves)						
Never	39%	75%	41%	---	---	---
Once	15%	0%	15%			
Two to four times	25%	25%	25%			
Five to seven times	3%	0%	3%			
More than 7	11%	0%	10%			
How many times, since the beginning of the school year (ie, 4 months), has the Conseiller pédagogique observed one of your reading classes?						
Never	76%	56%	63%	27,412	3	,000
Once	11%	34%	26%			
Two to four times	7%	10%	9%			

Five to seven times	-	-	-			
More than 7	7%	0%	2%			
How many times, since the beginning of the school year (ie, 4 months), has the Conseiller pédagogique observed one of your writing classes?						
Never	77%	75%	77%	---	---	---
Once	13%	0%	13%			
Two to four times	5%	25%	6%			
Five to seven times	-	-	-			
More than 7	4%	0%	4%			

General observations (Section B of questionnaire) – Analysis by Grade level taught

	GR 2	GR 4	Overall	Chi square	df	p
Personal literacy practices						
Do you like to read?						
No	0	,8%	,4%	---	---	---
Yes, a little	30%	33%	32%			
Yes, a lot	70%	66%	68%			
Do you read for pleasure outside of school?						
No	2%	2%	2%	---	---	---
Yes, 1 or 2 time a week	52%	49%	51%			
Yes, 3 or more times a week	46%	49%	47%			
Is there somewhere where you can borrow books?						
Yes	30%	26%	28%	---	---	---
Have you ever borrowed books from a library?						
Yes	45%	39%	42%	---	---	---
How many times, since the beginning of the school year (ie, 4 months) have you written a letter to a parent or a friend?						
Never	48%	50%	49%	---	---	---
Once	23%	15%	19%			
Two to four times	15%	22%	19%			
Five to seven times	5%	2%	3%			
More than 7	10%	11%	10%			
Curriculum resources						
Do you have a copy of the curriculum guide that you can consult on a regular basis?						
Yes	66%	64%	64%	---	---	---
Do you have a copy of the teacher's guide for the French textbook? (<i>Question asked of Classical teachers only</i>)						
Yes	39%	31%	35%	---	---	---
Supervisory practices						
How many times, since the beginning of the school year (ie, 4 months), has the principal observed one of your reading classes? (excludes responses from principals themselves)						
Never	27%	30%	28%	22,179	10	,014
Once	23%	23%	23%			
Two to four times	32%	33%	32%			
Five to seven times	6%	4%	6%			
More than 7	6%	2%	4%			
How many times, since the beginning of the school year (ie, 4 months), has the principal observed one of your writing classes? (excludes responses from principals themselves)						
Never	38%	43%	41%	---	---	---
Once	11%	18%	15%			
Two to four times	26%	25%	25%			
Five to seven times	6%	0%	3%			
More than 7	13%	8%	10%			
How many times, since the beginning of the school year (ie, 4 months), has the Conseiller pédagogique observed one of your reading classes?						
Never	62%	65%	63%	---	---	---
Once	28%	23%	26%			
Two to four times	7%	11%	9%			
Five to seven times	-	-	-			

More than 7	3%	2%	2%			
How many times, since the beginning of the school year (ie, 4 months), has the Conseiller pédagogique observed one of your writing classes?						
Never	79%	76%	77%	---	---	---
Once	11%	14%	13%			
Two to four times	6%	6%	6%			
Five to seven times	-	-	-			
More than 7	4%	4%	4%			

SECTION C & D : STUDENT LEARNING ACTIVITIES: TYPE OF SCHOOL

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
Language mechanisms						
Help students to identify the names of the different letters of alphabet (Grade 2 only) N= 124						
3-4 times a week or more	58%	76%	69%	---	---	---
1-2 times a week	22%	15%	18%			
2-3 times a month	9%	6%	7%			
Once a month (or less)	2%	.0%	1%			
Never	2%	1%	2%			
This is not an appropriate activity for children at this level	7%	1%	3%			
Help students to identify the sounds that produce different letters (or combinations of letters) of the alphabet (Grade 2 only) N=123						
3-4 times a week or more	50%	56%	54%	---	---	---
1-2 times a week	30%	32%	31%			
2-3 times a month	9%	8%	8%			
Once a month (or less)	5%	3%	3%			
Never	5%	1%	2%			
This is not an appropriate activity for children at this level	2%	1%	2%			
Find a specific letter in a word (Grade 2 only) N=122						
3-4 times a week or more	50%	62%	57%	---	---	---
1-2 times a week	34%	24%	28%			
2-3 times a month	5%	6%	6%			
Once a month (or less)	7%	5%	6%			
Never	2%	3%	3%			
This is not an appropriate activity for children at this level	2%	.0%	1%			
Helps students use their knowledge of sounds and letters to read new words N= 254						
3-4 times a week or more	57%	62%	60%	---	---	---
1-2 times a week	21%	20%	20%			
2-3 times a month	7%	7%	7%			
Once a month (or less)	4%	4%	4%			
Never	10%	3%	6%			
This is not an appropriate activity for children at this level	2%	4%	4%			
Show students how to count the number of syllables in a word N=124						
3-4 times a week or more	36%	41%	39%	12,759	5	.026
1-2 times a week	33%	23%	27%			
2-3 times a month	.0%	14%	9%			

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
Once a month (or less)	4%	5%	5%			
Never	11%	14%	13%			
This is not an appropriate activity for children at this level	16%	4%	8%			
Show students how to break down a 2 or 3 syllable word N= 255						
3-4 times a week or more	46%	48%	47%	---	---	---
1-2 times a week	28%	29%	28%			
2-3 times a month	3%	9%	9%			
Once a month (or less)	2%	4%	4%			
Never	12%	4%	7%			
This is not an appropriate activity for children at this level	10%	6%	7%			
Have students identify the sounds at the beginning, middle and end of a word N=253						
3-4 times a week or more	50%	40%	44%	15,177	5	,010
1-2 times a week	21%	26%	24%			
2-3 times a month	6%	12%	10%			
Once a month (or less)	1%	8%	6%			
Never	13%	13%	13%			
This is not an appropriate activity for children at this level	9%	2%	4%			
Show students how to combine 2 or more syllables to form a word N=175						
3-4 times a week or more	35%	40%	37%			
1-2 times a week	33%	28%	31%			
2-3 times a month	9%	9%	9%			
Once a month (or less)	6%	9%	7%			
Never	15%	11%	13%			
This is not an appropriate activity for children at this level	2%	4%	3%			
Help students to identify sounds that belong to their mother tongue and those that are common between their mother tongue and the French language N=131						
3-4 times a week or more	13%	54%	39%	49,109	5	.000
1-2 times a week	17%	22%	20%			
2-3 times a month	8%	8%	8%			
Once a month (or less)	2%	6%	5%			
Never	25%	10%	15%			
This is not an appropriate activity for children at this level	35%	.0%	13%			
Show students how to put a list of words in alphabetical order N=131						
3-4 times a week or more	19%	27%	24%			

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
1-2 times a week	23%	27%	25%			
2-3 times a month	19%	11%	14%			
Once a month (or less)	17%	8%	12%			
Never	17%	19%	18%			
This is not an appropriate activity for children at this level	6%	8%	8%			
Have students replace the sound at the beginning of a word by another sound to produce a new word. N=201						
3-4 times a week or more	39%	22%	25%	11,597	5	,041
1-2 times a week	23%	29%	27%			
2-3 times a month	5%	6%	6%			
Once a month (or less)	0%	6%	5%			
Never	21%	31%	29%			
This is not an appropriate activity for children at this level	14%	6%	8%			
Ask students to find a word that rhymes with a word given by the teacher N=247						
3-4 times a week or more	21%	19%	20%	---	---	---
1-2 times a week	24%	28%	27%			
2-3 times a month	11%	10%	10%			
Once a month (or less)	6%	10%	8%			
Never	23%	24%	24%			
This is not an appropriate activity for children at this level	14%	9%	11%			
Have students identify sounds unique to the French language, as well as those that appear both in French and in the local language (Classical schools only) N=50						
3-4 times a week or more	21%			---	---	---
1-2 times a week	17%					
2-3 times a month	-					
Once a month (or less)	6%					
Never	38%					
This is not an appropriate activity for children at this level	19%					
Conventions of written text (reading)						
Have students point out the first or the last word of a sentence (Grade 2 only) N=122						
3-4 times a week or more	46%	33%	38%	14,178	5	.015
1-2 times a week	16%	23%	21%			
2-3 times a month	16%	13%	14%			
Once a month (or less)	2%	5%	4%			
Never	.0%	18%	12%			
This is not an appropriate activity for children at this level	21%	8%	12%			

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
Ask students to point out, in a sentence, the period, a comma, an exclamation point or a question mark N= 175						
3-4 times a week or more	30%	27%	29%	---	---	---
1-2 times a week	30%	15%	23%			
2-3 times a month	9%	14%	11%			
Once a month (or less)	3%	9%	6%			
Never	10%	15%	12%			
This is not an appropriate activity for children at this level	19%	21%	20%			
Have students identify different parts of a book (title, cover, title page, illustrations, etc.) (Grade 2 only) N= 124						
3-4 times a week or more	16%	13%	14%	---	---	---
1-2 times a week	22%	10%	15%			
2-3 times a month	7%	10%	9%			
Once a month (or less)	7%	8%	7%			
Never	22%	30%	27%			
This is not an appropriate activity for children at this level	27%	29%	28%			
Lexical Awareness						
Ask students to find a specific word in a sentence (Grade 2 only) N=124						
3-4 times a week or more	58%	49%	52%	---	---	---
1-2 times a week	22%	23%	23%			
2-3 times a month	4%	10%	8%			
Once a month (or less)	4%	8%	7%			
Never	4%	5%	5%			
This is not an appropriate activity for children at this level	7%	5%	6%			
Ask students to infer the words needed to complete a sentence. N= 203						
3-4 times a week or more	46%	31%	34%	---	---	---
1-2 times a week	25%	27%	27%			
2-3 times a month	11%	11%	11%			
Once a month (or less)	2%	9%	7%			
Never	7%	15%	13%			
This is not an appropriate activity for children at this level	9%	8%	8%			
Ask students to infer the meaning of a new word by examining how it is used in a text or a sentence N=253						
3-4 times a week or more	23%	23%	23%	---	---	---
1-2 times a week	32%	30%	30%			
2-3 times a month	11%	11%	11%			
Once a month (or less)	3%	3%	3%			
Never	15%	16%	16%			

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
This is not an appropriate activity for children at this level	16%	18%	17%			
Show students how to deduce the meaning of a work by analysing the root word and the suffixes and/or prefixes N=254						
3-4 times a week or more	12%	13%	13%	11,731	5	0.039
1-2 times a week	22%	16%	18%			
2-3 times a month	10%	4%	6%			
Once a month (or less)	3%	9%	7%			
Never	16%	27%	23%			
This is not an appropriate activity for children at this level	38%	30%	33%			
Fluidity						
Ask students to read out loud for the teacher or for classmates N=253						
3-4 times a week or more	77%	70%	73%	---	---	---
1-2 times a week	8%	14%	12%			
2-3 times a month	2%	5%	4%			
Once a month (or less)	4%	1%	2%			
Never	3%	5%	4%			
This is not an appropriate activity for children at this level	5%	4%	4%			
Have students repeat after the teacher the sentences of a text N=256						
3-4 times a week or more	63%	68%	66%	---	---	---
1-2 times a week	23%	13%	16%			
2-3 times a month	2%	6%	4%			
Once a month (or less)	1%	1%	1%			
Never	7%	10%	9%			
This is not an appropriate activity for children at this level	4%	3%	3%			
Have students read silently N=254						
3-4 times a week or more	75%	63%	67%	---	---	---
1-2 times a week	10%	17%	14%			
2-3 times a month	4%	4%	4%			
Once a month (or less)	2%	1%	2%			
Never	6%	10%	9%			
This is not an appropriate activity for children at this level	3%	5%	4%			
Comprehension: Pre reading						
Invite students to participate in discussions with classmates to identify what they know about the theme or subject of a text before reading it N=254						
3-4 times a week or more	18%	21%	20%	16,778	5	,005

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
1-2 times a week	21%	11%	15%			
2-3 times a month	4%	11%	8%			
Once a month (or less)	3%	11%	8%			
Never	31%	35%	34%			
This is not an appropriate activity for children at this level	22%	11%	15%			
Ask students to predict the content of a story by examining the title or the illustrations N= 252						
3-4 times a week or more	24%	10%	15%	12,791	5	,025
1-2 times a week	27%	25%	26%			
2-3 times a month	5%	11%	9%			
Once a month (or less)	8%	13%	11%			
Never	22%	31%	27%			
This is not an appropriate activity for children at this level	14%	11%	12%			
Comprehension: Analysis						
Ask students to respond orally to questions about a text they have read. N=252						
3-4 times a week or more	63%	72%	69%	---	---	---
1-2 times a week	26%	16%	19%			
2-3 times a month	3%	4%	4%			
Once a month (or less)	1%	3%	2%			
Never	5%	3%	4%			
This is not an appropriate activity for children at this level	5%	3%	4%			
Identify the principal idea of a story or a text? N=252						
3-4 times a week or more	27%	33%	31%	11,810	5	,037
1-2 times a week	29%	31%	31%			
2-3 times a month	7%	15%	12%			
Once a month (or less)	7%	6%	6%			
Never	12%	6%	8%			
This is not an appropriate activity for children at this level	19%	9%	12%			
Ask students to tell you what happened in the beginning, middle or end of a story or text they have read N=253						
3-4 times a week or more	15%	20%	18%	---	---	---
1-2 times a week	25%	34%	31%			
2-3 times a month	9%	11%	10%			
Once a month (or less)	9%	10%	10%			
Never	25%	14%	18%			
This is not an appropriate activity for children at this level	18%	11%	13%			
Ask students to put in the proper order two or three events of story told or read by the teacher						

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
N=253						
3-4 times a week or more	12%	18%	15%	23,548	5	,000
1-2 times a week	26%	26%	26%			
2-3 times a month	9%	17%	14%			
Once a month (or less)	7%	16%	13%			
Never	25%	17%	20%			
This is not an appropriate activity for children at this level	22%	6%	12%			
Ask students to respond in writing to questions about a text they have read						
N=253						
3-4 times a week or more	23%	28%	26%	---	---	---
1-2 times a week	28%	21%	23%			
2-3 times a month	1%	8%	6%			
Once a month (or less)	4%	7%	6%			
Never	28%	23%	25%			
This is not an appropriate activity for children at this level	16%	14%	15%			
Have students represent visually (by drawings) the main ideas of a text read to them by the teacher						
N=253						
3-4 times a week or more	10%	9%	9%	---	---	---
1-2 times a week	13%	15%	14%			
2-3 times a month	14%	17%	16%			
Once a month (or less)	8%	12%	10%			
Never	37%	35%	36%			
This is not an appropriate activity for children at this level	19%	13%	15%			
Ask students to predict the next events in a story						
N=128						
3-4 times a week or more	12%	9%	10%	---	---	---
1-2 times a week	14%	30%	24%			
2-3 times a month	12%	17%	15%			
Once a month (or less)	10%	8%	9%			
Never	35%	22%	27%			
This is not an appropriate activity for children at this level	16%	15%	16%			
Invite students to propose an ending – or a continuation - of a story read or told by the teacher						
N=252						
3-4 times a week or more	18%	8%	12%	27,030	5	,000
1-2 times a week	19%	25%	23%			
2-3 times a month	7%	15%	12%			
Once a month (or less)	4%	22%	15%			
Never	34%	22%	27%			
This is not an appropriate activity for children at this level	17%	8%	12%			

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
Comprehension: Responding and personal engagement						
Ask students to identify what they liked about a story or a text N=248						
3-4 times a week or more	19%	15%	17%	14,774	5	,011
1-2 times a week	23%	27%	26%			
2-3 times a month	7%	19%	15%			
Once a month (or less)	13%	18%	16%			
Never	26%	14%	19%			
This is not an appropriate activity for children at this level	12%	6%	9%			
Ask students to share with their classmates their opinions or feelings about a text they have read. N=251						
3-4 times a week or more	14%	20%	18%	16,918	5	,005
1-2 times a week	21%	20%	20%			
2-3 times a month	9%	15%	13%			
Once a month (or less)	6%	11%	9%			
Never	24%	26%	25%			
This is not an appropriate activity for children at this level	26%	8%	15%			
Ask students to tell you what they liked (or didn't like) in a story N=252						
3-4 times a week or more	12%	15%	14%	---	---	---
1-2 times a week	23%	23%	23%			
2-3 times a month	9%	15%	13%			
Once a month (or less)	13%	14%	14%			
Never	30%	22%	25%			
This is not an appropriate activity for children at this level	14%	11%	12%			
Ask students to write one or two sentences explaining what they liked (or didn't like) about a text they have read N=254						
3-4 times a week or more	13%	8%	10%	---	---	---
1-2 times a week	21%	20%	21%			
2-3 times a month	7%	7%	7%			
Once a month (or less)	7%	11%	9%			
Never	31%	35%	33%			
This is not an appropriate activity for children at this level	20%	19%	20%			
Have students express in writing their opinions or feelings about a text (Original production) N=255						
3-4 times a week or more	10%	11%	11%	---	---	---
1-2 times a week	13%	17%	16%			
2-3 times a month	7%	6%	6%			
Once a month (or less)	5%	9%	8%			
Never	34%	38%	37%			
This is not an appropriate activity for children at this level						

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
This is not an appropriate activity for children at this level	31%	19%	24%			
Ask students to write several sentences to explain the relationship between the events in a story and their own life experiences N=132						
3-4 times a week or more	12%	7%	9%	---	---	---
1-2 times a week	2%	16%	11%			
2-3 times a month	4%	6%	5%			
Once a month (or less)	12%	15%	14%			
Never	47%	39%	42%			
This is not an appropriate activity for children at this level	22%	18%	20%			
Reading for pleasure						
Invite students to read texts or books of their own choosing N=252						
3-4 times a week or more	13%	23%	19%	16,177	5	,006
1-2 times a week	11%	12%	12%			
2-3 times a month	5%	8%	7%			
Once a month (or less)	4%	15%	11%			
Never	45%	33%	37%			
This is not an appropriate activity for children at this level	22%	11%	15%			
Invite students to read texts or stories that are NOT in their textbook? (Classical schools only) N=88						
3-4 times a week or more	3%			---	---	---
1-2 times a week	11%					
2-3 times a month	8%					
Once a month (or less)	6%					
Never	44%					
This is not an appropriate activity for children at this level	27%					
Original production						
Post students' productions in the classroom N=252						
3-4 times a week or more	15%	21%	19%	39,360	5	,000
1-2 times a week	17%	21%	19%			
2-3 times a month	5%	23%	17%			
Once a month (or less)	4%	13%	10%			
Never	42%	18%	27%			
This is not an appropriate activity for children at this level	15%	4%	8%			
Ask students to participate in discussions with classmates to generate ideas BEFORE beginning to write on a subject N=255						
3-4 times a week or more	14%	29%	24%	16,895	5	,005

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
1-2 times a week	18%	14%	16%			
2-3 times a month	3%	9%	7%			
Once a month (or less)	8%	7%	8%			
Never	19%	28%	12%			
This is not an appropriate activity for children at this level	28%	12%	18%			
Have students produce original texts or sentences (ie, texts or sentences that they have composed themselves, without the support of a model) N= 253						
3-4 times a week or more	10%	19%	15%	11,309	5	,044
1-2 times a week	16%	18%	17%			
2-3 times a month	10%	9%	9%			
Once a month (or less)	7%	11%	10%			
Never	33%	32%	32%			
This is not an appropriate activity for children at this level	25%	11%	16%			
Ask students to write several sentences to summarize what they learned during the day or what they liked about the day N=132						
3-4 times a week or more	8%	13%	11%			
1-2 times a week	22%	19%	21%			
2-3 times a month	8%	8%	8%			
Once a month (or less)	10%	18%	15%			
Never	39%	28%	32%			
This is not an appropriate activity for children at this level	12%	13%	13%			
Ask students to work together in groups to create an original text N=253						
3-4 times a week or more	10%	16%	14%	11,076	5	.050
1-2 times a week	9%	16%	13%			
2-3 times a month	7%	12%	10%			
Once a month (or less)	11%	8%	9%			
Never	36%	32%	33%			
This is not an appropriate activity for children at this level	29%	16%	21%			
Have students produce an original text on a topic of their own choosing (Classical only) N=51						
3-4 times a week or more	6%			---	---	---
1-2 times a week	16%					
2-3 times a month	8%					
Once a month (or less)	14%					
Never	40%					
This is not an appropriate activity for children at this level	14%					

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
Style (writing)						
Show students how to use linking or joining words (thus, and, ...) (Grade 4 only) N=131						
3-4 times a week or more	35%	24%	28%	---	---	---
1-2 times a week	33%	39%	37%			
2-3 times a month	10%	10%	10%			
Once a month (or less)	4%	6%	5%			
Never	14%	16%	15%			
This is not an appropriate activity for children at this level	4%	5%	5%			
Show students how to use form complete sentences N=122						
3-4 times a week or more	20%	21%	21%	---	---	---
1-2 times a week	13%	23%	20%			
2-3 times a month	9%	1%	4%			
Once a month (or less)	9%	8%	8%			
Never	11%	20%	16%			
This is not an appropriate activity for children at this level	38%	27%	31%			
Show students how to form complex sentences (Grade 4 only) N=132						
3-4 times a week or more	12%	21%	17%	---	---	---
1-2 times a week	22%	37%	32%			
2-3 times a month	10%	7%	8%			
Once a month (or less)	4%	8%	7%			
Never	25%	16%	19%			
This is not an appropriate activity for children at this level	27%	11%	17%			
Ask students to go over a classmate's text to identify adjectives he/she could add to make the text more interesting N= 132						
3-4 times a week or more	4%	8%	7%	---	---	---
1-2 times a week	16%	21%	19%			
2-3 times a month	8%	5%	6%			
Once a month (or less)	10%	5%	7%			
Never	41%	37%	39%			
This is not an appropriate activity for children at this level	20%	24%	23%			
Coherence and clarity						
Help students to distinguish between sentences that make sense and sentences that don't N=132						
3-4 times a week or more	31%	28%	29%	---	---	---
1-2 times a week	33%	40%	37%			
2-3 times a month	8%	7%	8%			
Once a month (or less)	10%	8%	9%			

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
Never	12%	11%	11%			
This is not an appropriate activity for children at this level	6%	6%	6%			
Show students how to put in order a series of words to form a sentence (Grade 2 only) N=121						
3-4 times a week or more	49%	33%	39%	---	---	---
1-2 times a week	27%	20%	22%			
2-3 times a month	7%	7%	7%			
Once a month (or less)	4%	9%	7%			
Never	4%	20%	14%			
This is not an appropriate activity for children at this level	9%	12%	11%			
Ask students to produce an original text with a beginning, middle and end N=79						
3-4 times a week or more		14%	14%	Pour les écoles à curriculum uniquement		
1-2 times a week		30%	30%			
2-3 times a month		6%	6%			
Once a month (or less)		15%	15%			
Never		24%	24%			
This is not an appropriate activity for children at this level		10%	10%			
Ask students to put in the correct order a series of sentences taken from a text to form a coherent text N=254						
3-4 times a week or more	7%	16%	13%	---	---	---
1-2 times a week	13%	16%	15%			
2-3 times a month	9%	14%	12%			
Once a month (or less)	12%	10%	11%			
Never	34%	27%	30%			
This is not an appropriate activity for children at this level	26%	17%	20%			
Conventions of written texts (writing)						
Show students how to correctly form (write) letters of the alphabet (Grade 2 only) N=123						
3-4 times a week or more	67%	71%	69%	---	---	---
1-2 times a week	22%	17%	19%			
2-3 times a month	9%	4%	6%			
Once a month (or less)	.0%	3%	2%			
Never	2%	5%	4%			
This is not an appropriate activity for children at this level	.0%	1%	1%			
Ask students to copy from the board texts prepared by the teacher N=252						
3-4 times a week or more	51%	54%	53%	---	---	---
1-2 times a week	29%	20%	23%			

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
2-3 times a month	2%	9%	6%			
Once a month (or less)	1%	4%	3%			
Never	11%	10%	10%			
This is not an appropriate activity for children at this level	5%	3%	4%			
Show students how to space out words when they are writing (Grade 2 only) N=122						
3-4 times a week or more	53%	52%	53%	---	---	---
1-2 times a week	22%	20%	21%			
2-3 times a month	9%	7%	7%			
Once a month (or less)	9%	5%	7%			
Never	4%	5%	5%			
This is not an appropriate activity for children at this level	2%	12%	8%			
Ask students to complete exercises in their textbook or notebook N=252						
3-4 times a week or more	53%	45%	48%	---	---	---
1-2 times a week	20%	25%	24%			
2-3 times a month	4%	24%	6%			
Once a month (or less)	1%	3%	2%			
Never	13%	11%	12%			
This is not an appropriate activity for children at this level	9%	8%	8%			
Explain to students the use of punctuation marks N=256						
3-4 times a week or more	36%	29%	32%	---	---	---
1-2 times a week	26%	35%	31%			
2-3 times a month	11%	12%	11%			
Once a month (or less)	4%	7%	6%			
Never	9%	6%	7%			
This is not an appropriate activity for children at this level	15%	11%	13%			
Show students how to space out paragraphs in their texts (Grade 4 only) N=132						
3-4 times a week or more	29%	29%	29%	---	---	---
1-2 times a week	39%	34%	36%			
2-3 times a month	4%	8%	7%			
Once a month (or less)	4%	8%	7%			
Never	22%	11%	15%			
This is not an appropriate activity for children at this level	2%	10%	7%			
Have students do dictées N=252						
3-4 times a week or more	32%	9%	18%	26,778	5	,000

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
1-2 times a week	45%	42%	43%			
2-3 times a month	7%	12%	10%			
Once a month (or less)	8%	11%	10%			
Never	4%	14%	11%			
This is not an appropriate activity for children at this level	5%	12%	10%			
Explain to students how to use capital letters (Grade 2 only) N=123						
3-4 times a week or more	38%	32%	34%	---	---	---
1-2 times a week	13%	24%	20%			
2-3 times a month	11%	8%	9%			
Once a month (or less)	2%	3%	2%			
Never	13%	18%	16%			
This is not an appropriate activity for children at this level	22%	15%	18%			
Show students how to spell common, high frequency words N=250						
3-4 times a week or more	21%	26%	24%	---	---	---
1-2 times a week	39%	31%	34%			
2-3 times a month	10%	8%	9%			
Once a month (or less)	9%	11%	10%			
Never	9%	14%	12%			
This is not an appropriate activity for children at this level	13%	11%	12%			
Ask students to use their textbooks, their word lists or posters in the classroom to check the spelling of new words N= 253						
3-4 times a week or more	18%	17%	17%	13,647	5	.018
1-2 times a week	19%	24%	23%			
2-3 times a month	5%	8%	7%			
Once a month (or less)	3%	15%	11%			
Never	34%	22%	27%			
This is not an appropriate activity for children at this level	19%	14%	16%			
Ask students to look over the text of a classmate to correct spelling, grammar or punctuation errors N= 254						
3-4 times a week or more	9%	7%	8%	---	---	---
1-2 times a week	9%	17%	14%			
2-3 times a month	9%	5%	6%			
Once a month (or less)	8%	8%	8%			
Never	36%	37%	37%			
This is not an appropriate activity for children at this level	31%	26%	28%			
Group work						
Have students Work in small groups to complete reading or writing activities						

Item: How often do children get a chance to do the following in language classes?	Classical	Curriculum	Overall	Chi square	Df	p
N=255						
3-4 times a week or more	34%	48%	43%	---	---	---
1-2 times a week	27%	18%	21%			
2-3 times a month	5%	9%	8%			
Once a month (or less)	5%	6%	6%			
Never	22%	16%	18%			
This is not an appropriate activity for children at this level	6%	3%	4%			
Home-school connections						
Ask students to complete reading assignments at home (as homework)						
N=208						
3-4 times a week or more	25%	18%	19%	---	---	---
1-2 times a week	29%	23%	24%			
2-3 times a month	8%	8%	8%			
Once a month (or less)	6%	10%	9%			
Never	31%	35%	34%			
This is not an appropriate activity for children at this level	0%	7%	5%			
Ask students to complete writing assignments at home (as homework)						
N=252						
3-4 times a week or more	20%	20%	20%	---	---	---
1-2 times a week	23%	26%	25%			
2-3 times a month	11%	8%	9%			
Once a month (or less)	9%	11%	10%			
Never	28%	26%	27%			
This is not an appropriate activity for children at this level	10%	11%	11%			

SECTION C & D: STUDENT LEARNING ACTIVITIES: ZONE

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
Language mechanisms						
Help students to identify the names of the different letters of alphabet (Grade 2 only) N=123						
3-4 times a week or more	70%	68%	69%	---	---	---
1-2 times a week	14%	21%	18%			
2-3 times a month	9%	6%	7%			
Once a month (or less)	2%	.0%	1%			
Never	2%	2%	2%			
This is not an appropriate activity for children at this level	4%	3%	3%			
Help students to identify the sounds that produce different letters (or combinations of letters) of the alphabet (Grade 2 only) N= 122						
3-4 times a week or more	53%	54%	53%	---	---	---
1-2 times a week	31%	31%	31%			
2-3 times a month	11%	6%	8%			
Once a month (or less)	2%	5%	3%			
Never	2%	3%	3%			
This is not an appropriate activity for children at this level	2%	2%	2%			
Find a specific letter in a word (Grade 2 only) N=121						
3-4 times a week or more	51%	64%	58%	---	---	---
1-2 times a week	30%	27%	28%			
2-3 times a month	7%	3%	5%			
Once a month (or less)	9%	3%	6%			
Never	2%	3%	3%			
This is not an appropriate activity for children at this level	2%	.0%	1%			
Helps students use their knowledge of sounds and letters to read new words N=252						
3-4 times a week or more	59%	60%	60%	---	---	---
1-2 times a week	24%	17%	20%			
2-3 times a month	5%	9%	7%			
Once a month (or less)	4%	4%	4%			
Never	4%	7%	6%			
This is not an appropriate activity for children at this level	3%	4%	4%			
Show students how to count the number of syllables in a word N=123						
3-4 times a week or more	44%	35%	39%	---	---	---
1-2 times a week	21%	32%	27%			
2-3 times a month	9%	8%	8%			

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
Once a month (or less)	4%	6%	5%			
Never	16%	11%	13%			
This is not an appropriate activity for children at this level	7%	9%	8%			
Show students how to break down a 2 or 3 syllable word N=253						
3-4 times a week or more	40%	53%	47%	---	---	---
1-2 times a week	33%	25%	29%			
2-3 times a month	7%	7%	7%			
Once a month (or less)	5%	2%	4%			
Never	11%	4%	7%			
This is not an appropriate activity for children at this level	4%	9%	7%			
Have students identify the sounds at the beginning, middle and end of a word N=251						
3-4 times a week or more	46%	42%	44%	---	---	---
1-2 times a week	24%	25%	24%			
2-3 times a month	12%	7%	10%			
Once a month (or less)	4%	7%	5%			
Never	10%	15%	13%			
This is not an appropriate activity for children at this level	4%	4%	4%			
Show students how to combine 2 or more syllables to form a word N=174						
3-4 times a week or more	37%	38%	37%	---	---	---
1-2 times a week	31%	32%	31%			
2-3 times a month	8%	8%	8%			
Once a month (or less)	6%	9%	8%			
Never	17%	10%	13%			
This is not an appropriate activity for children at this level	2%	3%	3%			
Help students to identify sounds that belong to their mother tongue and those that are common between their mother tongue and the French language N=130						
3-4 times a week or more	42%	36%	39%	---	---	---
1-2 times a week	14%	25%	20%			
2-3 times a month	7%	10%	9%			
Once a month (or less)	4%	6%	5%			
Never	14%	16%	15%			
This is not an appropriate activity for children at this level	19%	8%	13%			
Show students how to put a list of words in alphabetical order N=130						
3-4 times a week or more	35%	15%	24%	11,282	5	,046

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
1-2 times a week	25%	26%	25%			
2-3 times a month	16%	12%	14%			
Once a month (or less)	9%	12%	11%			
Never	9%	26%	19%			
This is not an appropriate activity for children at this level	7%	8%	8%			
Have students replace the sound at the beginning of a word by another sound to produce a new word. N=199						
3-4 times a week or more	26%	25%	26%	---	---	---
1-2 times a week	28%	28%	28%			
2-3 times a month	7%	5%	6%			
Once a month (or less)	5%	5%	5%			
Never	25%	31%	29%			
This is not an appropriate activity for children at this level	9%	6%	8%			
Ask students to find a word that rhymes with a word given by the teacher N=245						
3-4 times a week or more	21%	19%	20%	---	---	---
1-2 times a week	25%	29%	27%			
2-3 times a month	13%	8%	10%			
Once a month (or less)	11%	6%	8%			
Never	21%	26%	24%			
This is not an appropriate activity for children at this level	9%	12%	11%			
Have students identify sounds unique to the French language, as well as those that appear both in French and in the local language (<i>Classical schools only</i>) N=50						
3-4 times a week or more	19%	26%	22%	---	---	---
1-2 times a week	11%	22%	16%			
2-3 times a month	-					
Once a month (or less)	7%	9%	8%			
Never	37%	36%	36%			
This is not an appropriate activity for children at this level	26%	19%	18%			
Conventions of written text (reading)						
Have students point out the first or the last word of a sentence (Grade 2 only) N=121						
3-4 times a week or more	36%	40%	38%	---	---	---
1-2 times a week	27%	15%	21%			
2-3 times a month	9%	17%	13%			
Once a month (or less)	5%	3%	4%			
Never	11%	12%	12%			
This is not an appropriate activity for children at this level	13%	12%	12%			

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
Ask students to point out, in a sentence, the period, a comma, an exclamation point or a question mark N=174						
3-4 times a week or more	34%	24%	29%	---	---	---
1-2 times a week	27%	19%	23%			
2-3 times a month	7%	14%	10%			
Once a month (or less)	6%	6%	6%			
Never	12%	12%	12%			
This is not an appropriate activity for children at this level	14%	26%	20%			
Have students identify different parts of a book (title, cover, title page, illustrations, etc.) (Grade 2 only) N=123						
3-4 times a week or more	7%	20%	14%	11,335	5	,045
1-2 times a week	21%	9%	15%			
2-3 times a month	12%	5%	8%			
Once a month (or less)	9%	6%	7%			
Never	30%	26%	28%			
This is not an appropriate activity for children at this level	21%	35%	29%			
Lexical Awareness						
Ask students to find a specific word in a sentence (Grade 2 only) N=123						
3-4 times a week or more	53%	53%	53%	---	---	---
1-2 times a week	23%	23%	23%			
2-3 times a month	7%	8%	7%			
Once a month (or less)	5%	8%	7%			
Never	9%	2%	5%			
This is not an appropriate activity for children at this level	4%	8%	6%			
Ask students to infer the words needed to complete a sentence. N=201						
3-4 times a week or more	41%	29%	34%	---	---	---
1-2 times a week	26%	27%	27%			
2-3 times a month	13%	10%	11%			
Once a month (or less)	3%	10%	7%			
Never	10%	16%	13%			
This is not an appropriate activity for children at this level	6%	9%	8%			
Ask students to infer the meaning of a new word by examining how it is used in a text or a sentence N=251						
3-4 times a week or more	33%	15%	23%	13,066	5	,023
1-2 times a week	31%	30%	30%			
2-3 times a month	7%	14%	11%			
Once a month (or less)	2%	4%	3%			
Never	13%	18%	16%			
This is not an appropriate activity for children at this level						

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
This is not an appropriate activity for children at this level	15%	20%	18%			
Show students how to deduce the meaning of a work by analysing the root word and the suffixes and/or prefixes N=252						
3-4 times a week or more	20%	7%	13%	12,861	5	,025
1-2 times a week	20%	17%	18%			
2-3 times a month	6%	6%	6%			
Once a month (or less)	8%	7%	7%			
Never	23%	23%	23%			
This is not an appropriate activity for children at this level	24%	40%	33%			
Fluidity						
Ask students to read out loud for the teacher or for classmates N=251						
3-4 times a week or more	73%	75%	74%	---	---	---
1-2 times a week	12%	10%	11%			
2-3 times a month	3%	5%	4%			
Once a month (or less)	4%	2%	2%			
Never	5%	4%	4%			
This is not an appropriate activity for children at this level	4%	5%	4%			
Have students repeat after the teacher the sentences of a text N=254						
3-4 times a week or more	72%	63%	67%	---	---	---
1-2 times a week	15%	16%	16%			
2-3 times a month	5%	4%	4%			
Once a month (or less)	0%	1%	1%			
Never	7%	11%	9%			
This is not an appropriate activity for children at this level	1%	5%	3%			
Have students read silently N=252						
3-4 times a week or more	66%	69%	68%	---	---	---
1-2 times a week	14%	13%	14%			
2-3 times a month	4%	4%	4%			
Once a month (or less)	3%	1%	2%			
Never	10%	8%	9%			
This is not an appropriate activity for children at this level	4%	5%	4%			
Comprehension: Pre reading						
Invite students to Participate in discussions with classmates to identify what they know about the theme or subject of a text before reading it N=252						
3-4 times a week or more	19%	20%	20%	---	---	---

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
1-2 times a week	18%	12%	15%			
2-3 times a month	10%	7%	8%			
Once a month (or less)	8%	9%	8%			
Never	30%	36%	33%			
This is not an appropriate activity for children at this level	15%	15%	15%			
Ask students to predict the content of a story by examining the title or the illustrations N=250						
3-4 times a week or more	25%	7%	15%	25,106	5	,000
1-2 times a week	21%	30%	26%			
2-3 times a month	12%	6%	9%			
Once a month (or less)	7%	13%	10%			
Never	26%	28%	27%			
This is not an appropriate activity for children at this level	8%	16%	12%			
Comprehension: Analysis						
Ask student to respond orally to questions about a text they have read. N=250						
3-4 times a week or more	67%	71%	69%	---	---	---
1-2 times a week	19%	20%	19%			
2-3 times a month	5%	3%	4%			
Once a month (or less)	2%	2%	2%			
Never	3%	1%	2%			
This is not an appropriate activity for children at this level	5%	3%	4%			
Have students identify the principal idea of a story or a text? N=250						
3-4 times a week or more	33%	28%	30%	---	---	---
1-2 times a week	27%	34%	31%			
2-3 times a month	13%	10%	12%			
Once a month (or less)	3%	9%	6%			
Never	13%	5%	8%			
This is not an appropriate activity for children at this level	12%	14%	13%			
Ask students to tell you what happened in the beginning, middle or end of a story or text they have read N=251						
3-4 times a week or more	24%	14%	18%			
1-2 times a week	26%	35%	31%			
2-3 times a month	10%	10%	10%			
Once a month (or less)	8%	11%	10%			
Never	19%	17%	18%			
This is not an appropriate activity for children at this level	13%	14%	14%			
Ask students to put in the proper order two or three events of story told or read by the teacher						

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
N=251						
3-4 times a week or more	22%	10%	16%	13,751	5	,017
1-2 times a week	21%	31%	26%			
2-3 times a month	17%	10%	14%			
Once a month (or less)	9%	17%	13%			
Never	21%	18%	20%			
This is not an appropriate activity for children at this level	10%	13%	12%			
Ask students to respond in writing to questions about a text they have read N=251						
3-4 times a week or more	22%	30%	26%	---	---	---
1-2 times a week	30%	18%	24%			
2-3 times a month	6%	5%	6%			
Once a month (or less)	3%	8%	6%			
Never	28%	21%	24%			
This is not an appropriate activity for children at this level	12%	17%	15%			
Have students represent visually (by drawings) the main ideas of a text read to them by the teacher N=251						
3-4 times a week or more	10%	9%	9%	11,377	5	,044
1-2 times a week	16%	13%	14%			
2-3 times a month	21%	11%	16%			
Once a month (or less)	8%	12%	10%			
Never	37%	34%	36%			
This is not an appropriate activity for children at this level	9%	20%	15%			
Ask students to predict the next events in a story N=127						
3-4 times a week or more	14%	7%	10%	---	---	---
1-2 times a week	24%	25%	24%			
2-3 times a month	17%	13%	15%			
Once a month (or less)	7%	10%	9%			
Never	24%	29%	27%			
This is not an appropriate activity for children at this level	14%	16%	15%			
Invite students to propose an ending – or a continuation - of a story read or told by the teacher N=250						
3-4 times a week or more	18%	7%	12%	---	---	---
1-2 times a week	21%	24%	23%			
2-3 times a month	13%	11%	12%			
Once a month (or less)	13%	17%	15%			
Never	25%	28%	26%			
This is not an appropriate activity for children at this level	10%	13%	12%			

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
Comprehension: responding and personal engagement						
Ask students to identify what they liked about a story or a text N=246						
3-4 times a week or more	24%	13%	17%	---	---	---
1-2 times a week	22%	28%	26%			
2-3 times a month	13%	15%	14%			
Once a month (or less)	18%	15%	16%			
Never	19%	19%	19%			
This is not an appropriate activity for children at this level	6%	10%	9%			
Ask students to share with their classmates their opinions or feelings about a text they have read. N=251						
3-4 times a week or more	11%	9%	10%	---	---	---
1-2 times a week	24%	18%	21%			
2-3 times a month	7%	7%	7%			
Once a month (or less)	8%	10%	9%			
Never	34%	33%	33%			
This is not an appropriate activity for children at this level	26%	23%	20%			
Ask students to tell you what they like (or didn't like) in a story N=250						
3-4 times a week or more	15%	13%	14%	---	---	---
1-2 times a week	25%	22%	23%			
2-3 times a month	13%	12%	12%			
Once a month (or less)	14%	13%	14%			
Never	25%	24%	25%			
This is not an appropriate activity for children at this level	8%	16%	12%			
Ask students to write one or two sentences explaining what they liked (or didn't like) about a text they have read N=252						
3-4 times a week or more	13%	8%	10%	---	---	---
1-2 times a week	21%	20%	21%			
2-3 times a month	7%	7%	7%			
Once a month (or less)	7%	11%	9%			
Never	31%	35%	20%			
This is not an appropriate activity for children at this level	20%	19%	20%			
Have students express in writing their opinions or feelings about a text (Original production) N=249						
3-4 times a week or more	20%	16%	18%	---	---	---
1-2 times a week	21%	20%	21%			
2-3 times a month	14%	10%	12%			
Once a month (or less)	7%	11%	9%			
Never	25%	26%	25%			

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
This is not an appropriate activity for children at this level	12%	17%	15%			
Ask students to write several sentences to explain the relationship between the events in a story and their own life experiences N=131						
3-4 times a week or more	12%	7%	9%	---	---	---
1-2 times a week	12%	10%	11%			
2-3 times a month	5%	6%	5%			
Once a month (or less)	10%	16%	14%			
Never	41%	43%	42%			
This is not an appropriate activity for children at this level	19%	19%	19%			
Reading for pleasure						
Invite students to read texts or books of their own choosing N=250						
3-4 times a week or more	17%	22%	19%	---	---	---
1-2 times a week	13%	10%	11%			
2-3 times a month	8%	6%	7%			
Once a month (or less)	10%	11%	11%			
Never	37%	37%	37%			
This is not an appropriate activity for children at this level	15%	15%	15%			
Invite students to read texts or stories that are NOT in their textbook? (classical school only) N=42						
3-4 times a week or more	4%	3%	3%	---	---	---
1-2 times a week	10%	15%	12%			
2-3 times a month	8%	8%	8%			
Once a month (or less)	4%	10%	7%			
Never	44%	45%	45%			
This is not an appropriate activity for children at this level	31%	20%	26%			
Original production						
Post students' productions in the classroom N=250						
3-4 times a week or more	16%	22%	19%	---	---	---
1-2 times a week	20%	19%	19%			
2-3 times a month	12%	20%	16%			
Once a month (or less)	11%	10%	10%			
Never	32%	23%	27%			
This is not an appropriate activity for children at this level	11%	6%	8%			
Ask students to participate in discussions with classmates to generate ideas BEFORE beginning to write on a subject N=253						
3-4 times a week or more	19%	28%	24%	16,895	5	,005

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
1-2 times a week	17%	15%	16%			
2-3 times a month	6%	7%	7%			
Once a month (or less)	10%	5%	7%			
Never	28%	30%	29%			
This is not an appropriate activity for children at this level	20%	16%	18%			
Produce original texts or sentences (ie, texts or sentences that they have composed themselves, without the support of a model) N=251						
3-4 times a week or more	14%	17%	16%	---	---	---
1-2 times a week	15%	20%	18%			
2-3 times a month	7%	10%	9%			
Once a month (or less)	8%	11%	10%			
Never	39%	27%	32%			
This is not an appropriate activity for children at this level	18%	15%	16%			
Ask students to write several sentences to summarize what they learned during the day or what they liked about the day N=131						
3-4 times a week or more	16%	8%	12%	---	---	---
1-2 times a week	24%	18%	21%			
2-3 times a month	7%	10%	8%			
Once a month (or less)	12%	18%	15%			
Never	28%	36%	32%			
This is not an appropriate activity for children at this level	14%	11%	12%			
Ask students to work together in groups to create an original text N=251						
3-4 times a week or more	16%	13%	14%	---	---	---
1-2 times a week	15%	11%	13%			
2-3 times a month	13%	7%	10%			
Once a month (or less)	10%	8%	9%			
Never	26%	39%	33%			
This is not an appropriate activity for children at this level	20%	22%	21%			
Have students produce an original text on a topic of their own choosing (Classical only) N=51						
3-4 times a week or more	7%	4%	6%	---	---	---
1-2 times a week	11%	22%	16%			
2-3 times a month	4%	13%	8%			
Once a month (or less)	18%	13%	16%			
Never	43%	35%	39%			
This is not an appropriate activity for children at this level	18%	13%	16%			

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
Style (writing)						
Show students how to use linking or joining words (thus, and, ...) (Grade 4 only) N=130						
3-4 times a week or more	31%	26%	29%	---	---	---
1-2 times a week	40%	35%	37%			
2-3 times a month	7%	11%	9%			
Once a month (or less)	3%	7%	5%			
Never	16%	15%	15%			
This is not an appropriate activity for children at this level	3%	6%	5%			
Show students how to form complete sentences N=121						
3-4 times a week or more	19%	22%	21%	----	----	-----
1-2 times a week	16%	23%	20%			
2-3 times a month	4%	5%	4%			
Once a month (or less)	11%	6%	8%			
Never	16%	16%	16%			
This is not an appropriate activity for children at this level	35%	28%	31%			
Show students how to form complex sentences (Grade 4 only) N=131						
3-4 times a week or more	19%	16%	18%	----	----	----
1-2 times a week	35%	30%	32%			
2-3 times a month	9%	8%	8%			
Once a month (or less)	7%	7%	7%			
Never	17%	21%	19%			
This is not an appropriate activity for children at this level	14%	18%	16%			
Ask students to go over a classmate's text to identify adjectives he/she could add to make the text more interesting N=131						
3-4 times a week or more	7%	7%	7%	---	---	---
1-2 times a week	21%	18%	19%			
2-3 times a month	3%	8%	6%			
Once a month (or less)	3%	8%	6%			
Never	41%	37%	39%			
This is not an appropriate activity for children at this level	24%	22%	23%			
Coherence and clarity						
Help students to distinguish between sentences that make sense and sentences that don't N=131						
3-4 times a week or more	36%	22%	28%	---	---	---
1-2 times a week	26%	47%	37%			
2-3 times a month	12%	4%	8%			
Once a month (or less)	9%	10%	9%			

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
Never	12%	11%	12%			
This is not an appropriate activity for children at this level	5%	7%	6%			
Show students how to put in order a series of words to form a sentence (Grade 2 only) N=120						
3-4 times a week or more	38%	41%	39%	---	---	---
1-2 times a week	23%	22%	23%			
2-3 times a month	9%	3%	6%			
Once a month (or less)	4%	11%	8%			
Never	20%	9%	14%			
This is not an appropriate activity for children at this level	7%	14%	11%			
Ask students to produce an original text with a beginning, middle and end N=78						
3-4 times a week or more	20%	10%	14%	---	---	---
1-2 times a week	40%	25%	31%			
2-3 times a month	3%	6%	5%			
Once a month (or less)	10%	19%	15%			
Never	23%	25%	24%			
This is not an appropriate activity for children at this level	3%	15%	10%			
Ask students to put in the correct order a series of sentences taken from a text to form a coherent text N=252						
3-4 times a week or more	17%	10%	13%	---	---	---
1-2 times a week	11%	17%	14%			
2-3 times a month	12%	12%	12%			
Once a month (or less)	11%	10%	11%			
Never	30%	30%	30%			
This is not an appropriate activity for children at this level	19%	21%	20%			
Conventions of written texts (writing)						
Show students how to correctly form (write) letters of the alphabet (Grade 2 only) N=122						
3-4 times a week or more	65%	72%	69%	---	---	---
1-2 times a week	23%	15%	19%			
2-3 times a month	5%	6%	6%			
Once a month (or less)	2%	2%	2%			
Never	4%	5%	4%			
This is not an appropriate activity for children at this level	2%	.0%	1%			
Ask students to copy from the board texts prepared by the teacher N=250						
3-4 times a week or more	56%	50%	53%	---	---	---
1-2 times a week	25%	22%	23%			

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
2-3 times a month	4%	6%	8%			
Once a month (or less)	3%	4%	3%			
Never	11%	10%	10%			
This is not an appropriate activity for children at this level	3%	5%	4%			
Show students how to space out words when they are writing (Grade 2 only) N=121						
3-4 times a week or more	53%	52%	52%	---	---	---
1-2 times a week	18%	23%	21%			
2-3 times a month	9%	6%	7%			
Once a month (or less)	9%	5%	7%			
Never	9%	2%	5%			
This is not an appropriate activity for children at this level	4%	13%	8%			
Ask students to complete exercises in their textbook or notebook N=249						
3-4 times a week or more	52%	46%	49%	14,321	5	,014
1-2 times a week	29%	19%	24%			
2-3 times a month	7%	4%	6%			
Once a month (or less)	0%	4%	2%			
Never	8%	16%	12%			
This is not an appropriate activity for children at this level	4%	11%	8%			
Explain to students the use of punctuation marks N=254						
3-4 times a week or more	34%	30%	32%	---	---	---
1-2 times a week	35%	28%	31%			
2-3 times a month	10%	12%	11%			
Once a month (or less)	5%	7%	6%			
Never	4%	9%	7%			
This is not an appropriate activity for children at this level	11%	14%	13%			
Show students how to space out paragraphs in their texts (Grade 4 only) N=131						
3-4 times a week or more	40%	21%	29%	---	---	---
1-2 times a week	35%	37%	36%			
2-3 times a month	3%	10%	7%			
Once a month (or less)	5%	8%	7%			
Never	16%	15%	15%			
This is not an appropriate activity for children at this level	2%	10%	6%			
Have students do dictées N=250						
3-4 times a week or more	24%	13%	18%	---	---	---

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
1-2 times a week	37%	49%	43%			
2-3 times a month	8%	12%	10%			
Once a month (or less)	8%	11%	10%			
Never	12%	9%	10%			
This is not an appropriate activity for children at this level	11%	8%	10%			
Explain to students how to use capital letters (Grade 2 only) N=122						
3-4 times a week or more	40%	28%	34%	---	---	---
1-2 times a week	21%	20%	21%			
2-3 times a month	5%	12%	9%			
Once a month (or less)	2%	3%	3%			
Never	16%	17%	16%			
This is not an appropriate activity for children at this level	16%	20%	18%			
Show students how to spell common, high frequency words N=248						
3-4 times a week or more	27%	22%	24%	---	---	---
1-2 times a week	30%	37%	34%			
2-3 times a month	9%	9%	9%			
Once a month (or less)	9%	11%	10%			
Never	11%	11%	11%			
This is not an appropriate activity for children at this level	14%	10%	12%			
Ask students to use their textbooks, their word lists or posters in the classroom to check the spelling of new words N=251						
3-4 times a week or more	23%	13%	18%	11,786	5	,038
1-2 times a week	25%	20%	22%			
2-3 times a month	6%	8%	7%			
Once a month (or less)	5%	15%	11%			
Never	29%	25%	27%			
This is not an appropriate activity for children at this level	12%	18%	16%			
Ask students to look over the text of a classmate to correct spelling, grammar or punctuation errors N=252						
3-4 times a week or more	10%	5%	8%	---	---	---
1-2 times a week	12%	15%	14%			
2-3 times a month	7%	6%	6%			
Once a month (or less)	9%	7%	8%			
Never	36%	37%	37%			
This is not an appropriate activity for children at this level	26%	29%	28%			
Group work						
Have students work in small groups to complete reading or writing activities						

Item: How often do children get a chance to do the following in language classes?	Rural	Urban	Overall	Chi square	Df	p
N=253						
3-4 times a week or more	45%	41%	43%	---	---	---
1-2 times a week	21%	22%	21%			
2-3 times a month	8%	8%	8%			
Once a month (or less)	6%	6%	6%			
Never	16%	19%	17%			
This is not an appropriate activity for children at this level	4%	4%	4%			
Home-school connections						
Ask students to complete reading assignments at home (as homework)						
N=206						
3-4 times a week or more	24%	16%	19%	---	---	---
1-2 times a week	26%	23%	24%			
2-3 times a month	8%	8%	8%			
Once a month (or less)	12%	8%	9%			
Never	26%	41%	35%			
This is not an appropriate activity for children at this level	5%	6%	5%			
Ask students to complete writing assignments at home (as homework)						
N=250						
3-4 times a week or more	19%	21%	20%	15,743	5	,008
1-2 times a week	31%	18%	24%			
2-3 times a month	12%	6%	9%			
Once a month (or less)	12%	8%	10%			
Never	18%	34%	27%			
This is not an appropriate activity for children at this level	7%	13%	10%			

SECTION C ET D: STUDENT LEARNING ACTIVITIES: GENDER

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
Language mechanisms						
Help students to identify the names of the different letters of alphabet (Grade 2 only) N= 124						
3-4 times a week or more	72%	67%	69%	---	---	---
1-2 times a week	16%	19%	18%			
2-3 times a month	7%	8%	7%			
Once a month (or less)	2%	.0%	1%			
Never	2%	2%	2%			
This is not an appropriate activity for children at this level	2%	5%	3%			
Help students to identify the sounds that produce different letters (or combinations of letters) of the alphabet (Grade 2 only) N= 123						
3-4 times a week or more	60%	48%	54%	---	---	---
1-2 times a week	27%	35%	31%			
2-3 times a month	10%	6%	8%			
Once a month (or less)	.0%	6%	3%			
Never	1%	3%	2%			
This is not an appropriate activity for children at this level	2%	2%	2%			
Find a specific letter in a word (Grade 2 only) N=122						
3-4 times a week or more	56%	59%	57%	---	---	---
1-2 times a week	31%	25%	28%			
2-3 times a month	5%	7%	6%			
Once a month (or less)	7%	5%	6%			
Never	.0%	5%	3%			
This is not an appropriate activity for children at this level	2%	.0%	1%			
Helps students use their knowledge of sounds and letters to read new words N= 254						
3-4 times a week or more	60%	59%	60%	---	---	---
1-2 times a week	18%	23%	20%			
2-3 times a month	8%	7%	7%			
Once a month (or less)	3%	5%	4%			
Never	5%	6%	6%			
This is not an appropriate activity for children at this level	6%	1%	4%			
Show students how to count the number of syllables in a word N= 124						
3-4 times a week or more	44%	33%	39%	---	---	---
1-2 times a week	28%	25%	27%			
2-3 times a month	8%	10%	9%			

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
Once a month (or less)	5%	5%	5%			
Never	12%	14%	13%			
This is not an appropriate activity for children at this level	3%	13%	8%			
Show students how to break down a 2 or 3 syllable word N= 255						
3-4 times a week or more	51%	43%	47%	---	---	---
1-2 times a week	23%	34%	28%			
2-3 times a month	5%	9%	7%			
Once a month (or less)	4%	3%	4%			
Never	10%	4%	7%			
This is not an appropriate activity for children at this level	7%	7%	7%			
Have students identify the sounds at the beginning, middle and end of a word N=208						
3-4 times a week or more	19%	19%	19%	---	---	---
1-2 times a week	26%	21%	24%			
2-3 times a month	10%	6%	8%			
Once a month (or less)	9%	9%	9%			
Never	28%	42%	34%			
This is not an appropriate activity for children at this level	7%	3%	5%			
Show students how to combine 2 or more syllables to form a word N=175						
3-4 times a week or more	39%	35%	37%	---	---	---
1-2 times a week	25%	38%	31%			
2-3 times a month	10%	7%	9%			
Once a month (or less)	8%	7%	7%			
Never	16%	10%	13%			
This is not an appropriate activity for children at this level	3%	2%	3%			
Help students to identify sounds that belong to their mother tongue and those that are common between their mother tongue and the French language N=131						
3-4 times a week or more	43%	34%	39%	---	---	---
1-2 times a week	16%	25%	20%			
2-3 times a month	9%	8%	8%			
Once a month (or less)	6%	3%	5%			
Never	14%	16%	15%			
This is not an appropriate activity for children at this level	13%	13%	13%			
Show students how to put a list of words in alphabetical order N=131						

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
3-4 times a week or more	27%	20%	24%	---	---	---
1-2 times a week	17%	34%	25%			
2-3 times a month	19%	8%	14%			
Once a month (or less)	14%	8%	12%			
Never	17%	20%	18%			
This is not an appropriate activity for children at this level	6%	10%	8%			
Have students replace the sound at the beginning of a word by another sound to produce a new word. N=201						
3-4 times a week or more	22%	28%	25%	---	---	---
1-2 times a week	29%	26%	27%			
2-3 times a month	6%	6%	6%			
Once a month (or less)	4%	6%	5%			
Never	31%	27%	29%			
This is not an appropriate activity for children at this level	8%	7%	8%			
Ask students to find a word that rhymes with a word given by the teacher N=247						
3-4 times a week or more	20%	20%	20%	---	---	---
1-2 times a week	27%	27%	27%			
2-3 times a month	10%	10%	10%			
Once a month (or less)	8%	9%	8%			
Never	24%	24%	24%			
This is not an appropriate activity for children at this level	12%	10%	11%			
Have students identify sounds unique to the French language, as well as those that appear both in French and in the local language (<i>Classical schools only</i>) N=50						
3-4 times a week or more	19%	28%	22%	---	---	---
1-2 times a week	19%	11%	16%			
2-3 times a month	-					
Once a month (or less)	13%	0%	8%			
Never	31%	44%	36%			
This is not an appropriate activity for children at this level	19%	17%	18%			
Conventions of written text (reading)						
Have students point out the first or the last word of a sentence (Grade 2 only) N=122						
3-4 times a week or more	39%	36%	38%	---	---	---
1-2 times a week	18%	23%	21%			
2-3 times a month	15%	13%	14%			
Once a month (or less)	7%	2%	4%			
Never	8%	15%	12%			

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
This is not an appropriate activity for children at this level	13%	12%	12%			
Ask students to point out, in a sentence, the period, a comma, an exclamation point or a question mark N=175						
3-4 times a week or more	34%	22%	29%	---	---	---
1-2 times a week	25%	21%	23%			
2-3 times a month	10%	12%	11%			
Once a month (or less)	4%	7%	6%			
Never	11%	13%	12%			
This is not an appropriate activity for children at this level	16%	24%	20%			
Have students identify different parts of a book (title, cover, title page, illustrations, etc.) (Grade 2 only) N= 124						
3-4 times a week or more	13%	14%	14%	---	---	---
1-2 times a week	20%	10%	15%			
2-3 times a month	10%	8%	9%			
Once a month (or less)	8%	6%	7%			
Never	25%	30%	27%			
This is not an appropriate activity for children at this level	25%	32%	28%			
Lexical Awareness						
Ask students to find a specific word in a sentence (Grade 2 only) N=124						
3-4 times a week or more	56%	49%	52%	---	---	---
1-2 times a week	21%	24%	23%			
2-3 times a month	10%	6%	8%			
Once a month (or less)	3%	10%	7%			
Never	5%	5%	5%			
This is not an appropriate activity for children at this level	5%	6%	6%			
Ask students to infer the words needed to complete a sentence. N=203						
3-4 times a week or more	34%	34%	34%	---	---	---
1-2 times a week	31%	22%	27%			
2-3 times a month	5%	16%	11%			
Once a month (or less)	8%	7%	7%			
Never	13%	14%	13%			
This is not an appropriate activity for children at this level	8%	8%	8%			
Ask students to infer the meaning of a new work by examining how it is used in a text or a sentence N=252						
3-4 times a week or more	25%	21%	23%	---	---	---
1-2 times a week	31%	30%	30%			

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
2-3 times a month	12%	9%	11%			
Once a month (or less)	4%	2%	3%			
Never	12%	20%	16%			
This is not an appropriate activity for children at this level	16%	19%	17%			
Show students how to deduce the meaning of a word by analysing the root word and the suffixes and/or prefixes N= 254						
3-4 times a week or more	18%	7%	13%	---	---	---
1-2 times a week	17%	19%	18%			
2-3 times a month	8%	4%	6%			
Once a month (or less)	8%	7%	7%			
Never	20%	27%	23%			
This is not an appropriate activity for children at this level	30%	36%	33%			
Fluidity						
Ask students to read out loud for the teacher or for classmates N=253						
3-4 times a week or more	73%	73%	73%	---	---	---
1-2 times a week	13%	11%	12%			
2-3 times a month	2%	7%	4%			
Once a month (or less)	2%	3%	2%			
Never	5%	3%	4%			
This is not an appropriate activity for children at this level	5%	3%	4%			
Have students repeat after the teacher the sentences of a text N=256						
3-4 times a week or more	67%	66%	66%	---	---	---
1-2 times a week	17%	16%	16%			
2-3 times a month	3%	6%	4%			
Once a month (or less)	2%	0%	1%			
Never	9%	10%	9%			
This is not an appropriate activity for children at this level	3%	3%	3%			
Have students read silently N=254						
3-4 times a week or more	72%	61%	67%	---	---	---
1-2 times a week	12%	17%	14%			
2-3 times a month	2%	7%	4%			
Once a month (or less)	2%	2%	2%			
Never	6%	11%	9%			
This is not an appropriate activity for children at this level	6%	2%	4%			
Average						

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
Comprehension: Pre reading						
Invite students to participate in discussions with classmates to identify what they know about the theme or subject of a text before reading it N=254						
3-4 times a week or more	21%	19%	20%	---	---	---
1-2 times a week	21%	9%	15%			
2-3 times a month	8%	9%	8%			
Once a month (or less)	8%	9%	8%			
Never	30%	37%	34%			
This is not an appropriate activity for children at this level	14%	17%	15%			
Ask students to predict the content of a story by examining the title or the illustrations N=252						
3-4 times a week or more	15%	15%	15%	---	---	---
1-2 times a week	30%	20%	26%			
2-3 times a month	9%	9%	9%			
Once a month (or less)	9%	13%	11%			
Never	26%	29%	27%			
This is not an appropriate activity for children at this level	10%	15%	12%			
Comprehension: Analysis						
Ask students to respond orally to questions about a text they have read. N=252						
3-4 times a week or more	71%	67%	69%	---	---	---
1-2 times a week	19%	20%	19%			
2-3 times a month	2%	4%	4%			
Once a month (or less)	2%	2%	2%			
Never	2%	2%	2%			
This is not an appropriate activity for children at this level	3%	4%	4%			
Have students identify the principal idea of a story or a text? N=252						
3-4 times a week or more	32%	29%	31%	---	---	---
1-2 times a week	32%	29%	31%			
2-3 times a month	11%	13%	12%			
Once a month (or less)	8%	4%	6%			
Never	9%	9%	8%			
This is not an appropriate activity for children at this level	10%	15%	13%			
Ask students to tell you what happened in the beginning, middle or end of a story or text they have read N=253						
3-4 times a week or more	24%	12%	18%	---	---	---
1-2 times a week	26%	36%	31%			

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
2-3 times a month	11%	10%	10%			
Once a month (or less)	8%	11%	10%			
Never	19%	16%	18%			
This is not an appropriate activity for children at this level	12%	15%	13%			
Ask students to put in the proper order two or three events of story told or read by the teacher N=253						
3-4 times a week or more	17%	14%	15%	---	---	---
1-2 times a week	21%	32%	26%			
2-3 times a month	15%	12%	14%			
Once a month (or less)	13%	13%	13%			
Never	24%	16%	20%			
This is not an appropriate activity for children at this level	11%	13%	12%			
Ask students to respond in writing to questions about a text they have read N=253						
3-4 times a week or more	22%	20%	26%	---	---	---
1-2 times a week	25%	21%	23%			
2-3 times a month	9%	2%	6%			
Once a month (or less)	5%	7%	6%			
Never	25%	24%	25%			
This is not an appropriate activity for children at this level	15%	15%	15%			
Have students represent visually (by drawings) the main ideas of a text read to them by the teacher N=253						
3-4 times a week or more	8%	11%	9%	---	---	---
1-2 times a week	13%	15%	14%			
2-3 times a month	15%	15%	16%			
Once a month (or less)	13%	7%	10%			
Never	35%	37%	36%			
This is not an appropriate activity for children at this level	16%	14%	15%			
Ask students to predict the next event in a story N=128						
3-4 times a week or more	13%	7%	10%	---	---	---
1-2 times a week	25%	24%	24%			
2-3 times a month	12%	19%	15%			
Once a month (or less)	12%	5%	9%			
Never	25%	29%	27%			
This is not an appropriate activity for children at this level	15%	17%	16%			
Invite students to propose an ending – or a continuation - of a story read or told by the teacher N=252						

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
3-4 times a week or more	12%	12%	12%	---	---	---
1-2 times a week	20%	26%	23%			
2-3 times a month	11%	13%	15%			
Once a month (or less)	17%	13%	15%			
Never	25%	29%	27%			
This is not an appropriate activity for children at this level	15%	7%	12%			
Comprehension: Responding and personal engagement						
Ask students to identify what they liked about a story or a text N=248						
3-4 times a week or more	16%	17%	17%	---	---	---
1-2 times a week	29%	23%	26%			
2-3 times a month	14%	15%	15%			
Once a month (or less)	15%	18%	16%			
Never	19%	19%	19%			
This is not an appropriate activity for children at this level	9%	9%	9%			
Ask students to share with their classmates their opinions or feelings about a text they have read. N=251						
3-4 times a week or more	19%	17%	18%	---	---	---
1-2 times a week	24%	17%	20%			
2-3 times a month	12%	13%	13%			
Once a month (or less)	11%	7%	9%			
Never	25%	26%	25%			
This is not an appropriate activity for children at this level	9%	21%	15%			
Ask students to tell you what they liked (or didn't like) in a story N=252						
3-4 times a week or more	18%	9%	14%	---	---	---
1-2 times a week	24%	23%	23%			
2-3 times a month	12%	14%	13%			
Once a month (or less)	13%	14%	14%			
Never	23%	26%	25%			
This is not an appropriate activity for children at this level	10%	15%	12%			
Ask students to write one or two sentences explaining what they liked (or didn't like) about a text they have read (Original production) N=254						
3-4 times a week or more	12%	8%	10%	---	---	---
1-2 times a week	21%	19%	21%			
2-3 times a month	6%	8%	7%			
Once a month (or less)	12%	7%	9%			
Never	33%	34%	34%			

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
This is not an appropriate activity for children at this level	15%	34%	20%			
Have students express in writing their opinions or feelings about a text (Original production) N=255						
3-4 times a week or more	9%	12%	11%	---	---	---
1-2 times a week	18%	16%	16%			
2-3 times a month	6%	6%	6%			
Once a month (or less)	9%	6%	8%			
Never	36%	38%	37%			
This is not an appropriate activity for children at this level	22%	25%	24%			
Ask students to write several sentences to explain the relationship between the events in a story and their own life experiences N=132						
3-4 times a week or more	11%	7%	9%	---	---	---
1-2 times a week	14%	7%	11%			
2-3 times a month	3%	8%	5%			
Once a month (or less)	14%	13%	14%			
Never	37%	47%	42%			
This is not an appropriate activity for children at this level	20%	19%	20%			
Reading for pleasure						
Invite students to read texts or books of their own choosing N=252						
3-4 times a week or more	18%	21%	19%	---	---	---
1-2 times a week	12%	12%	12%			
2-3 times a month	8%	5%	7%			
Once a month (or less)	10%	12%	11%			
Never	38%	36%	37%			
This is not an appropriate activity for children at this level	15%	15%	15%			
Invite students to read texts or stories that are NOT in their textbook? (Classical schools only) N=92						
3-4 times a week or more	4%	2%	3%	13,871	5	,016
1-2 times a week	9%	19%	12%			
2-3 times a month	12%	2%	8%			
Once a month (or less)	10%	2%	7%			
Never	52%	36%	45%			
This is not an appropriate activity for children at this level	16%	38%	26%			
Original production						
Post students' productions in the classroom N=252						

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
3-4 times a week or more	19%	20%	19%	---	---	---
1-2 times a week	18%	21%	19%			
2-3 times a month	18%	15%	17%			
Once a month (or less)	8%	11%	10%			
Never	30%	24%	27%			
This is not an appropriate activity for children at this level	9%	7%	8%			
Ask students to participate in discussions with classmates to generate ideas BEFORE beginning to write on a subject N=255						
3-4 times a week or more	21%	25%	24%	---	---	---
1-2 times a week	18%	13%	16%			
2-3 times a month	9%	4%	7%			
Once a month (or less)	7%	78%	8%			
Never	28%	29%	28%			
This is not an appropriate activity for children at this level	15%	21%	18%			
Have students produce original texts or sentences (ie, texts or sentences that they have composed themselves, without the support of a model) N=253						
3-4 times a week or more	15%	16%	15%	---	---	---
1-2 times a week	18%	17%	17%			
2-3 times a month	8%	11%	9%			
Once a month (or less)	10%	9%	10%			
Never	35%	29%	32%			
This is not an appropriate activity for children at this level	15%	18%	16%			
Ask students to write several sentences to summarize what they learned during the day or what they liked about the day N=132						
3-4 times a week or more	17%	5%	11%	---	---	---
1-2 times a week	20%	21%	21%			
2-3 times a month	10%	7%	8%			
Once a month (or less)	11%	19%	15%			
Never	29%	36%	32%			
This is not an appropriate activity for children at this level	13%	13%	13%			
Ask students to work together in groups to create an original text N=253						
3-4 times a week or more	16%	12%	14%	---	---	---
1-2 times a week	14%	12%	13%			
2-3 times a month	10%	10%	10%			
Once a month (or less)	7%	12%	9%			
Never	32%	34%	33%			
This is not an appropriate activity for	21%	21%	21%			

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
children at this level						
Have students produce an original text on a topic of their own choosing (Classical only) N=51						
3-4 times a week or more	6%	5%	6%	---	---	---
1-2 times a week	13%	21%	16%			
2-3 times a month	13%	0%	8%			
Once a month (or less)	22%	5%	16%			
Never	34%	47%	39%			
This is not an appropriate activity for children at this level	13%	21%	16%			
Style (writing)						
Show students how to use linking or joining words (thus, and, ...) (Grade 4 only) N=131						
3-4 times a week or more	30%	26%	28%	---	---	---
1-2 times a week	36%	38%	37%			
2-3 times a month	11%	8%	10%			
Once a month (or less)	4%	7%	5%			
Never	14%	16%	15%			
This is not an appropriate activity for children at this level	4%	5%	5%			
Show students how to form complete sentences N=122						
3-4 times a week or more	20%	21%	21%	---	---	---
1-2 times a week	15%	25%	20%			
2-3 times a month	3%	5%	4%			
Once a month (or less)	8%	8%	8%			
Never	21%	12%	16%			
This is not an appropriate activity for children at this level	33%	30%	32%			
Show students how to form complex sentences (Grade 4 only) N=132						
3-4 times a week or more	19%	16%	17%	---	---	---
1-2 times a week	27%	37%	32%			
2-3 times a month	11%	5%	8%			
Once a month (or less)	10%	3%	7%			
Never	19%	19%	19%			
This is not an appropriate activity for children at this level	14%	19%	17%			
Ask students to go over a classmate's text to identify adjectives he/she could add to make the text more interesting N=132						
3-4 times a week or more	10%	3%	7%	---	---	---
1-2 times a week	21%	16%	19%			
2-3 times a month	6%	7%	6%			

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
Once a month (or less)	9%	5%	7%			
Never	31%	47%	39%			
This is not an appropriate activity for children at this level	23%	23%	23%			
Coherence and clarity						
Help students to distinguish between sentences that make sense and sentences that don't N=132						
3-4 times a week or more	33%	24%	29%	---	---	---
1-2 times a week	30%	45%	37%			
2-3 times a month	6%	10%	8%			
Once a month (or less)	9%	10%	9%			
Never	17%	5%	11%			
This is not an appropriate activity for children at this level	6%	10%	8%			
Show students how to put in order a series of words to form a sentence (Grade 2 only) N=121						
3-4 times a week or more	41%	37%	39%	---	---	---
1-2 times a week	27%	18%	22%			
2-3 times a month	7%	7%	7%			
Once a month (or less)	5%	10%	7%			
Never	12%	16%	14%			
This is not an appropriate activity for children at this level	9%	13%	11%			
Ask students to produce an original text with a beginning, middle and end N=79						
3-4 times a week or more	18%	10%	14%	---	---	---
1-2 times a week	26%	34%	30%			
2-3 times a month	8%	5%	6%			
Once a month (or less)	11%	20%	15%			
Never	24%	24%	24%			
This is not an appropriate activity for children at this level	13%	7%	10%			
Ask students to put in the correct order a series of sentences taken from a text to form a coherent text N=254						
3-4 times a week or more	15%	11%	13%	---	---	---
1-2 times a week	12%	17%	15%			
2-3 times a month	12%	12%	12%			
Once a month (or less)	16%	5%	11%			
Never	29%	31%	30%			
This is not an appropriate activity for children at this level	16%	24%	20%			
Conventions of written texts (writing)						
Show students how to correctly form (write) letters of the alphabet (Grade 2 only)						

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
N=123						
3-4 times a week or more	69%	69%	69%	---	---	---
1-2 times a week	20%	18%	19%			
2-3 times a month	5%	7%	6%			
Once a month (or less)	.0%	3%	2%			
Never	5%	3%	4%			
This is not an appropriate activity for children at this level	2%	.0%	1%			
Ask students to copy from the board texts prepared by the teacher						
N=252						
3-4 times a week or more	54%	51%	53%	---	---	---
1-2 times a week	24%	23%	23%			
2-3 times a month	5%	7%	6%			
Once a month (or less)	2%	5%	3%			
Never	11%	10%	10%			
This is not an appropriate activity for children at this level	5%	3%	4%			
Show students how to space words when they are writing (Grade 2 only)						
N=122						
3-4 times a week or more	57%	48%	53%	---	---	---
1-2 times a week	15%	26%	21%			
2-3 times a month	7%	8%	7%			
Once a month (or less)	7%	7%	7%			
Never	3%	7%	5%			
This is not an appropriate activity for children at this level	12%	5%	8%			
Ask students to complete exercises in their textbook or notebook						
N=251						
3-4 times a week or more	52%	45%	48%	11,706	5	,039
1-2 times a week	22%	25%	24%			
2-3 times a month	7%	5%	6%			
Once a month (or less)	4%	1%	2%			
Never	6%	18%	12%			
This is not an appropriate activity for children at this level	9%	7%	8%			
Explain to students the use of punctuation marks						
N=256						
3-4 times a week or more	37%	26%	32%	---	---	---
1-2 times a week	28%	34%	31%			
2-3 times a month	12%	11%	11%			
Once a month (or less)	7%	6%	6%			
Never	7%	7%	7%			
This is not an appropriate activity for	9%	16%	13%			

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
children at this level						
Show students how to space out paragraph in their texts (Grade 4 only) N=132						
3-4 times a week or more	33%	24%	29%	---	---	---
1-2 times a week	33%	39%	36%			
2-3 times a month	7%	7%	7%			
Once a month (or less)	4%	10%	7%			
Never	17%	13%	15%			
This is not an appropriate activity for children at this level	6%	8%	7%			
Have students do dictées N=252						
3-4 times a week or more	19%	16%	18%	---	---	---
1-2 times a week	40%	46%	43%			
2-3 times a month	9%	11%	10%			
Once a month (or less)	10%	9%	10%			
Never	9%	11%	10%			
This is not an appropriate activity for children at this level	13%	6%	10%			
Explain to students how to use capital letters (Grade 2 only) N=123						
3-4 times a week or more	34%	34%	34%	---	---	---
1-2 times a week	20%	21%	20%			
2-3 times a month	12%	7%	9%			
Once a month (or less)	2%	3%	2%			
Never	20%	13%	16%			
This is not an appropriate activity for children at this level	13%	23%	18%			
Show students how to spell common, high frequency words N=250						
3-4 times a week or more	26%	22%	24%	---	---	---
1-2 times a week	30%	39%	34%			
2-3 times a month	9%	8%	9%			
Once a month (or less)	9%	11%	10%			
Never	14%	9%	12%			
This is not an appropriate activity for children at this level	12%	11%	12%			
Ask students to use their textbooks, their words lists or posters in the classroom to check the spelling of new words N=253						
3-4 times a week or more	15%	20%	17%	---	---	---
1-2 times a week	29%	15%	23%			
2-3 times a month	7%	7%	7%			
Once a month (or less)	9%	13%	11%			

Item: How often do children get a chance to do the following in language classes?	Male	Female	Overall	Chi square	Df	p
Never	25%	28%	27%			
This is not an appropriate activity for children at this level	15%	17%	16%			
Ask students to look over the text of a classmate to correct spelling, grammar or punctuation errors N=254						
3-4 times a week or more	7%	8%	8%	---	---	---
1-2 times a week	18%	10%	14%			
2-3 times a month	8%	5%	6%			
Once a month (or less)	8%	8%	8%			
Never	40%	33%	37%			
This is not an appropriate activity for children at this level	21%	36%	28%			
Group work						
Have students work in small groups to complete reading or writing activities N=255						
3-4 times a week or more	41%	44%	43%	---	---	---
1-2 times a week	25%	17%	21%			
2-3 times a month	8%	7%	8%			
Once a month (or less)	7%	5%	6%			
Never	14%	23%	18%			
This is not an appropriate activity for children at this level	5%	4%	4%			
Home-school connections						
Ask students to complete reading assignments at home (as homework) N=208						
3-4 times a week or more	19%	19%	19%	---	---	---
1-2 times a week	26%	21%	24%			
2-3 times a month	10%	6%	8%			
Once a month (or less)	9%	9%	9%			
Never	28%	41%	34%			
This is not an appropriate activity for children at this level	7%	3%	5%			
Ask students to complete writing assignments at home (as homework) N=252						
3-4 times a week or more	21%	19%	20%	---	---	---
1-2 times a week	26%	23%	25%			
2-3 times a month	9%	8%	9%			
Once a month (or less)	11%	9%	10%			
Never	21%	33%	27%			
This is not an appropriate activity for children at this level	12%	9%	10%			

SECTIONS C AND D: STUDENT LEARNING ACTIVITIES: TEACHER STATUS

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
Language mechanisms						
Help students to identify the names of the different letters of alphabet (Grade 2 only) N= 123						
3-4 times a week or more	63%	72%	69%	---	---	---
1-2 times a week	20%	17%	18%			
2-3 times a month	9%	7%	7%			
Once a month (or less)	3%	.0%	1%			
Never	.0%	2%	2%			
This is not an appropriate activity for children at this level	6%	2%	3%			
Help students to identify the sounds that produce different letters (or combinations of letters) of the alphabet (Grade 2 only) N= 122						
3-4 times a week or more	46%	56%	54%	---	---	---
1-2 times a week	40%	26%	30%			
2-3 times a month	9%	8%	8%			
Once a month (or less)	.0%	5%	3%			
Never	3%	2%	3%			
This is not an appropriate activity for children at this level	3%	1%	2%			
Find a specific letter in a word (Grade 2 only) N= 121						
3-4 times a week or more	47%	61%	57%	---	---	---
1-2 times a week	29%	28%	28%			
2-3 times a month	12%	3%	6%			
Once a month (or less)	6%	6%	6%			
Never	3%	2%	3%			
This is not an appropriate activity for children at this level	3%	.0%	1%			
Helps students use their knowledge of sounds and letters to read new words N= 250						
3-4 times a week or more	66%	58%	60%	---	---	---
1-2 times a week	21%	19%	20%			
2-3 times a month	5%	8%	7%			
Once a month (or less)	5%	4%	4%			
Never	5%	6%	6%			
This is not an appropriate activity for children at this level	.0%	5%	4%			
Show students how to count the number of syllables in a word N= 123						
3-4 times a week or more	40%	39%	39%	---	---	---
1-2 times a week	23%	28%	27%			
2-3 times a month	14%	7%	9%			
Once a month (or less)	3%	6%	5%			

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
Never	11%	14%	13%			
This is not an appropriate activity for children at this level	9%	7%	7%			
Show students how to break down a 2 or 3 syllable word N= 251						
3-4 times a week or more	54%	45%	47%	---	---	---
1-2 times a week	25%	29%	28%			
2-3 times a month	6%	8%	7%			
Once a month (or less)	5%	3%	4%			
Never	6%	7%	7%			
This is not an appropriate activity for children at this level	5%	8%	7%			
Have students identify the sounds at the beginning, middle and end of a word N=249						
3-4 times a week or more	54%	41%	44%	---	---	---
1-2 times a week	17%	26%	23%			
2-3 times a month	10%	10%	10%			
Once a month (or less)	4%	6%	6%			
Never	10%	14%	13%			
This is not an appropriate activity for children at this level	4%	4%	4%			
Show students how to combine 2 or more syllables to form a word N=172						
3-4 times a week or more	37%	38%	38%	---	---	---
1-2 times a week	33%	30%	31%			
2-3 times a month	9%	8%	8%			
Once a month (or less)	7%	7%	7%			
Never	12%	14%	13%			
This is not an appropriate activity for children at this level	2%	4%	3%			
Help students to identify sounds that belong to their mother tongue and those that are common between their mother tongue and the French language N=128						
3-4 times a week or more	38%	41%	40%	---	---	---
1-2 times a week	16%	21%	20%			
2-3 times a month	16%	6%	9%			
Once a month (or less)	6%	4%	5%			
Never	13%	16%	15%			
This is not an appropriate activity for children at this level	13%	13%	13%			
Show students how to put a list of words in alphabetical order N=128						
3-4 times a week or more	31%	22%	24%	---	---	---

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
1-2 times a week	25%	26%	26%			
2-3 times a month	16%	13%	13%			
Once a month (or less)	13%	12%	12%			
Never	13%	20%	18%			
This is not an appropriate activity for children at this level	3%	8%	7%			
Have students replace the sound at the beginning of a word by another sound to produce a new word. N=199						
3-4 times a week or more	30%	24%	26%	---	---	---
1-2 times a week	28%	28%	28%			
2-3 times a month	7%	6%	6%			
Once a month (or less)	4%	5%	5%			
Never	20%	31%	29%			
This is not an appropriate activity for children at this level	11%	6%	7%			
Ask students to find a word that rhymes with a word given by the teacher N=243						
3-4 times a week or more	24%	19%	20%	---	---	---
1-2 times a week	30%	25%	27%			
2-3 times a month	9%	11%	10%			
Once a month (or less)	9%	7%	8%			
Never	21%	25%	24%			
This is not an appropriate activity for children at this level	6%	12%	10%			
Have students identify sounds unique to the French language, as well as those that appear both in French and in the local language (<i>Classical schools only</i>) N=48						
3-4 times a week or more	29%	19%	23%	---	---	---
1-2 times a week	24%	11%	17%			
2-3 times a month	-					
Once a month (or less)	10%	7%	8%			
Never	29%	42%	35%			
This is not an appropriate activity for children at this level	10%	22%	17%			
Conventions of written text (reading)						
Have students point out the first or the last word of a sentence (Grade 2 only) N=121						
3-4 times a week or more	38%	38%	38%	---	---	---
1-2 times a week	18%	21%	20%			
2-3 times a month	24%	10%	14%			
Once a month (or less)	6%	3%	4%			
Never	6%	14%	12%			
This is not an appropriate activity for	9%	14%	12%			

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
children at this level						
Ask students to point out, in a sentence, the period, a comma, an exclamation point or a question mark N= 172						
3-4 times a week or more	28%	28%	28%	---	---	---
1-2 times a week	30%	20%	23%			
2-3 times a month	12%	10%	11%			
Once a month (or less)	2%	8%	6%			
Never	7%	15%	12%			
This is not an appropriate activity for children at this level	21%	19%	20%			
Have students identify different parts of a book (title, cover, title page, illustrations, etc.) (Grade 2 only) N=123						
3-4 times a week or more	9%	16%	14%	---	---	---
1-2 times a week	26%	10%	15%			
2-3 times a month	14%	7%	9%			
Once a month (or less)	9%	7%	7%			
Never	23%	30%	28			
This is not an appropriate activity for children at this level	20%	31%	28%			
Lexical Awareness						
Ask students to find a specific word in a sentence (Grade 2 only) N=123						
3-4 times a week or more	57%	50%	52%	---	---	---
1-2 times a week	17%	25%	23%			
2-3 times a month	14%	6%	8%			
Once a month (or less)	.0%	9%	7%			
Never	6%	5%	5%			
This is not an appropriate activity for children at this level	6%	6%	6%			
Ask students to infer the words needed to complete a sentence. N=201						
3-4 times a week or more	33%	34%	34%	---	---	---
1-2 times a week	28%	27%	27%			
2-3 times a month	11%	11%	11%			
Once a month (or less)	2%	9%	8%			
Never	11%	14%	13%			
This is not an appropriate activity for children at this level	15%	6%	8%			
Ask students to infer the meaning of a new work by examining how it is used in a text or a sentence N=249						
3-4 times a week or more	25%	22%	23%	---	---	---
1-2 times a week	37%	28%	31%			
2-3 times a month	7%	12%	11%			

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
Once a month (or less)	6%	2%	3%			
Never	12%	18%	16%			
This is not an appropriate activity for children at this level	13%	19%	17%			
Show students how to deduce the meaning of a work by analysing the root word and the suffixes and/or prefixes N=250						
3-4 times a week or more	15%	12%	13%	---	---	---
1-2 times a week	24%	16%	18%			
2-3 times a month	9%	5%	6%			
Once a month (or less)	5%	8%	7%			
Never	19%	25%	23%			
This is not an appropriate activity for children at this level	28%	34%	33%			
Fluidity						
Ask students to read out loud for the teacher or for classmates N=249						
3-4 times a week or more	71%	71%	73%	---	---	---
1-2 times a week	8%	14%	12%			
2-3 times a month	3%	4%	4%			
Once a month (or less)	5%	2%	2%			
Never	3%	4%	4%			
This is not an appropriate activity for children at this level	3%	5%	4%			
Have students repeat after the teacher the sentences of a text N=252						
3-4 times a week or more	62%	68%	66%	---	---	---
1-2 times a week	22%	14%	16%			
2-3 times a month	4%	4%	4%			
Once a month (or less)	0%	1%	1%			
Never	12%	8%	9%			
This is not an appropriate activity for children at this level	0%	4%	3%			
Have students read silently N=250						
3-4 times a week or more	68%	66%	66%	---	---	---
1-2 times a week	18%	13%	14%			
2-3 times a month	6%	4%	4%			
Once a month (or less)	2%	2%	2%			
Never	4%	10%	9%			
This is not an appropriate activity for children at this level	3%	5%	4%			
Comprehension: Pre reading						
Invite students to participate in discussions with classmates to identify what they know about the theme or						

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
subject of a text before reading it N=250						
3-4 times a week or more	22%	19%	20%	---	---	---
1-2 times a week	24%	12%	15%			
2-3 times a month	10%	8%	9%			
Once a month (or less)	6%	9%	8%			
Never	34%	38%	34%			
This is not an appropriate activity for children at this level	15%	15%	15%			
Ask students to predict the content of a story by examining the title or the illustrations N=248						
3-4 times a week or more	21%	12%	15%	---	---	---
1-2 times a week	24%	26%	25%			
2-3 times a month	10%	8%	9%			
Once a month (or less)	13%	10%	11%			
Never	18%	32%	28%			
This is not an appropriate activity for children at this level	13%	12%	13%			
Comprehension: Analysis						
Ask students to respond orally to questions about a text they have read. N=248						
3-4 times a week or more	66%	69%	69%	---	---	---
1-2 times a week	21%	19%	20%			
2-3 times a month	6%	3%	4%			
Once a month (or less)	2%	2%	2%			
Never	0%	3%	2%			
This is not an appropriate activity for children at this level	6%	3%	4%			
Have students identify the principal idea of a story or a text? N=248						
3-4 times a week or more	25%	32%	30%	---	---	---
1-2 times a week	38%	29%	31%			
2-3 times a month	10%	13%	12%			
Once a month (or less)	4%	7%	6%			
Never	7%	8%	8%			
This is not an appropriate activity for children at this level	16%	11%	13%			
Ask students to tell you what happened in the beginning, middle or end of a story or text they have read N= 249						
3-4 times a week or more	15%	20%	19%	---	---	---
1-2 times a week	34%	30%	31%			
2-3 times a month	10%	11%	10%			
Once a month (or less)	7%	10%	9%			

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
Never	21%	17%	18%			
This is not an appropriate activity for children at this level	13%	13%	13%			
Ask students to put in the proper order two or three events of story told or read by the teacher N=249						
3-4 times a week or more	13%	17%	16%	---	---	---
1-2 times a week	32%	24%	27%			
2-3 times a month	18%	13%	14%			
Once a month (or less)	10%	14%	13%			
Never	13%	22%	19%			
This is not an appropriate activity for children at this level	13%	11%	11%			
Ask students to respond in writing to questions about a text they have read N=250						
3-4 times a week or more	28%	25%	26%	---	---	---
1-2 times a week	31%	20%	23%			
2-3 times a month	3%	7%	6%			
Once a month (or less)	4%	7%	6%			
Never	19%	27%	25%			
This is not an appropriate activity for children at this level	15%	15%	15%			
Have students represent visually (by drawings) the main ideas of a text read to them by the teacher N=249						
3-4 times a week or more	13%	8%	9%	27,863	5	,000
1-2 times a week	10%	15%	14%			
2-3 times a month	34%	9%	16%			
Once a month (or less)	6%	12%	10%			
Never	22%	40%	35%			
This is not an appropriate activity for children at this level	13%	15%	15%			
Ask students to predict the next events in a story N=125						
3-4 times a week or more	12%	10%	10%	---	---	---
1-2 times a week	36%	20%	24%			
2-3 times a month	12%	16%	15%			
Once a month (or less)	9%	8%	8%			
Never	12%	33%	27%			
This is not an appropriate activity for children at this level	18%	14%	15%			
Invite students to propose an ending – or a continuation - of a story read or told by the teacher N=248						
3-4 times a week or more	19%	9%	12%	---	---	---
1-2 times a week	24%	23%	23%			

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
2-3 times a month	15%	11%	12%			
Once a month (or less)	13%	16%	15%			
Never	15%	31%	26%			
This is not an appropriate activity for children at this level	15%	10%	11%			
Comprehension: Responding and personal engagement						
Ask students to identify what they liked about a story or a text N=244						
3-4 times a week or more	18%	16%	16%	---	---	---
1-2 times a week	32%	24%	26%			
2-3 times a month	14%	15%	15%			
Once a month (or less)	17%	16%	16%			
Never	11%	21%	18%			
This is not an appropriate activity for children at this level	9%	8%	9%			
Ask students to share with their classmates their opinions or feelings about a text they have read. N=247						
3-4 times a week or more	17%	19%	18%	13,210	5	,021
1-2 times a week	33%	16%	20%			
2-3 times a month	15%	13%	13%			
Once a month (or less)	3%	12%	9%			
Never	20%	27%	25%			
This is not an appropriate activity for children at this level	12%	15%	14%			
Ask students to tell you what they liked (or didn't like) I a story N= 248						
3-4 times a week or more	9%	16%	14%	---	---	---
1-2 times a week	31%	20%	23%			
2-3 times a month	16%	12%	13%			
Once a month (or less)	12%	13%	13%			
Never	21%	26%	25%			
This is not an appropriate activity for children at this level	10%	13%	13%			
Ask students to write one or two sentences explaining what they liked (or didn't like) about a text they have read (Original production) N=250						
3-4 times a week or more	9%	10%	10%	---	---	---
1-2 times a week	25%	19%	20%			
2-3 times a month	12%	6%	7%			
Once a month (or less)	4%	11%	9%			
Never	28%	36%	34%			
This is not an appropriate activity for children at this level	22%	19%	20%			

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
Have students express in writing their opinions or feelings about a text (Original production) N=251						
3-4 times a week or more	9%	12%	11%	19,640	5	,001
1-2 times a week	28%	10%	15%			
2-3 times a month	9%	5%	6%			
Once a month (or less)	6%	8%	8%			
Never	21%	43%	37%			
This is not an appropriate activity for children at this level	28%	22%	24%			
Ask students to write several sentences to explain the relationship between the events in a story and their own life experiences N=129						
3-4 times a week or more	15%	7%	9%	---	---	---
1-2 times a week	15%	9%	11%			
2-3 times a month	6%	5%	5%			
Once a month (or less)	15%	14%	14%			
Never	27%	46%	41%			
This is not an appropriate activity for children at this level	21%	19%	19%			
Reading for pleasure						
Invite students to read texts or books of their own choosing N=248						
3-4 times a week or more	10%	22%	19%	14,059	5	,015
1-2 times a week	15%	10%	11%			
2-3 times a month	15%	4%	7%			
Once a month (or less)	12%	11%	11%			
Never	33%	40%	38%			
This is not an appropriate activity for children at this level	15%	14%	14%			
Invite students to read texts or stories that are NOT in their textbook? N=89						
3-4 times a week or more	3%	4%	3%	---	---	---
1-2 times a week	16%	10%	12%			
2-3 times a month	8%	8%	8%			
Once a month (or less)	8%	6%	7%			
Never	29%	55%	44%			
This is not an appropriate activity for children at this level	37%	18%	26%			
Original production						
Post students' productions in the classroom N=248						
3-4 times a week or more	25%	17%	19%	---	---	---
1-2 times a week	24%	18%	20%			

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
2-3 times a month	13%	18%	17%			
Once a month (or less)	7%	11%	10%			
Never	24%	28%	27%			
This is not an appropriate activity for children at this level	7%	7%	7%			
Ask students to participate in discussions with classmates to generate ideas BEFORE beginning to write on a subject N=251						
3-4 times a week or more	19%	26%	24%	24,733	5	,000
1-2 times a week	27%	12%	16%			
2-3 times a month	5%	8%	7%			
Once a month (or less)	15%	5%	8%			
Never	12%	34%	28%			
This is not an appropriate activity for children at this level	22%	16%	18%			
Have students produce original texts or sentences (ie, texts or sentences that they have composed themselves, without the support of a model) N=249						
3-4 times a week or more	9%	18%	15%	12,347	5	,000
1-2 times a week	18%	17%	17%			
2-3 times a month	18%	6%	9%			
Once a month (or less)	10%	9%	10%			
Never	25%	36%	33%			
This is not an appropriate activity for children at this level	19%	14%	16%			
Ask students to write several sentences to summarize what they learned during the day or what they liked about the day N=129						
3-4 times a week or more	15%	10%	12%	---	---	---
1-2 times a week	27%	18%	20%			
2-3 times a month	12%	7%	9%			
Once a month (or less)	9%	18%	16%			
Never	21%	35%	32%			
This is not an appropriate activity for children at this level	15%	12%	12%			
Ask students to work together in groups to create an original text N= 249						
3-4 times a week or more	13%	14%	14%	---	---	---
1-2 times a week	15%	13%	13%			
2-3 times a month	10%	10%	10%			
Once a month (or less)	10%	9%	9%			
Never	25%	35%	33%			
This is not an appropriate activity for children at this level	27%	19%	21%			

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
Have students produce an original text on a topic of their own choosing (Classical only) N=49						
3-4 times a week or more	9%	4%	6%	---	---	---
1-2 times a week	18%	15%	16%			
2-3 times a month	9%	7%	8%			
Once a month (or less)	23%	11%	16%			
Never	18%	56%	39%			
This is not an appropriate activity for children at this level	23%	7%	14%			
Style (writing)						
Show students how to use linking or joining words (thus, and, ...) (Grade 4 only) N=128						
3-4 times a week or more	39%	25%	29%	---	---	---
1-2 times a week	39%	36%	37%			
2-3 times a month	3%	12%	9%			
Once a month (or less)	3%	6%	6%			
Never	12%	16%	15%			
This is not an appropriate activity for children at this level	3%	5%	5%			
Show students how to form complete sentences N=121						
3-4 times a week or more	20%	21%	21%	---	---	---
1-2 times a week	29%	16%	20%			
2-3 times a month	6%	4%	4%			
Once a month (or less)	6%	9%	8%			
Never	11%	19%	17%			
This is not an appropriate activity for children at this level	29%	31%	31%			
Show students how to form complex sentences (Grade 4 only) N=129						
3-4 times a week or more	18%	18%	18%	---	---	---
1-2 times a week	33%	32%	33%			
2-3 times a month	12%	7%	9%			
Once a month (or less)	9%	6%	7%			
Never	6%	21%	17%			
This is not an appropriate activity for children at this level	21%	16%	17%			
Ask students to go over a classmate's text to identify adjectives he/she could add to make the text more interesting N=129						
3-4 times a week or more	6%	7%	7%	---	---	---
1-2 times a week	33%	15%	19%			
2-3 times a month	9%	5%	6%			
Once a month (or less)	6%	7%	7%			

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
Never	24%	43%	38%			
This is not an appropriate activity for children at this level	21%	23%	23%			
Coherence and clarity						
Help students to distinguish between sentences that make sense and sentences that don't N=129						
3-4 times a week or more	39%	26%	30%	---	---	---
1-2 times a week	27%	40%	36%			
2-3 times a month	9%	6%	7%			
Once a month (or less)	15%	7%	9%			
Never	3%	15%	12%			
This is not an appropriate activity for children at this level	6%	6%	6%			
Show students how to put in order a series of words to form a sentence (Grade 2 only) N=120						
3-4 times a week or more	41%	37%	38%	---	---	---
1-2 times a week	27%	21%	23%			
2-3 times a month	9%	6%	7%			
Once a month (or less)	6%	8%	8%			
Never	9%	16%	14%			
This is not an appropriate activity for children at this level	9%	12%	11%			
Ask students to produce an original text with a beginning, middle and end N=78						
3-4 times a week or more	.0%	16%	14%	---	---	---
1-2 times a week	64%	25%	31%			
2-3 times a month	9%	6%	6%			
Once a month (or less)	.0%	18%	15%			
Never	18%	24%	23%			
This is not an appropriate activity for children at this level	9%	10%	10%			
Ask students to put in the correct order a series of sentences taken from a text to form a coherent text N=250						
3-4 times a week or more	15%	12%	13%	---	---	---
1-2 times a week	7%	18%	15%			
2-3 times a month	15%	12%	12%			
Once a month (or less)	12%	10%	11%			
Never	32%	29%	30%			
This is not an appropriate activity for children at this level	19%	20%	20%			
Conventions of written texts (writing)						
Show students how to correctly form (write) letters of the alphabet (Grade 2 only) N=122						

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
3-4 times a week or more	63%	71%	69%	---	---	---
1-2 times a week	23%	17%	19%			
2-3 times a month	6%	6%	6%			
Once a month (or less)	3%	1%	2%			
Never	3%	5%	4%			
This is not an appropriate activity for children at this level	3%	.0%	1%			
Ask students to copy from the board texts prepared by the teacher N=248						
3-4 times a week or more	49%	54%	52%	---	---	---
1-2 times a week	28%	22%	23%			
2-3 times a month	5%	7%	7%			
Once a month (or less)	0%	4%	3%			
Never	12%	10%	11%			
This is not an appropriate activity for children at this level	6%	3%	4%			
Show students how to space out words when they are writing (Grade 2 only) N=121						
3-4 times a week or more	54%	51%	52%	---	---	---
1-2 times a week	20%	21%	21%			
2-3 times a month	11%	6%	7%			
Once a month (or less)	9%	6%	7%			
Never	6%	5%	5%			
This is not an appropriate activity for children at this level	.0%	12%	8%			
Ask students to complete exercises in their textbook or notebook N=247						
3-4 times a week or more	58%	44%	48%	---	---	---
1-2 times a week	24%	24%	24%			
2-3 times a month	6%	6%	6%			
Once a month (or less)	3%	2%	2%			
Never	6%	14%	12%			
This is not an appropriate activity for children at this level	3%	10%	8%			
Explain to students the use of punctuation marks N=252						
3-4 times a week or more	35%	30%	32%	---	---	---
1-2 times a week	28%	32%	31%			
2-3 times a month	15%	10%	12%			
Once a month (or less)	4%	7%	6%			
Never	4%	8	7%			
This is not an appropriate activity for children at this level	13%	12%	12%			

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
Show students how to space out paragraph in their texts (Grade 4 only) N=129						
3-4 times a week or more	27%	29%	29%	---	---	---
1-2 times a week	49%	31%	36%			
2-3 times a month	6%	7%	7%			
Once a month (or less)	3%	8%	7%			
Never	12%	16%	15%			
This is not an appropriate activity for children at this level	3%	8%	7%			
Have students do dictées N=248						
3-4 times a week or more	27%	13%	17%	---	---	---
1-2 times a week	42%	43%	43%			
2-3 times a month	5%	12%	10%			
Once a month (or less)	9%	10%	10%			
Never	11%	10%	11%			
This is not an appropriate activity for children at this level	6%	11%	10%			
Explain to students how to use capital letters (Grade 2 only) N=122						
3-4 times a week or more	16%	26%	34%	13,881	5	.016
1-2 times a week	20%	21%	21%			
2-3 times a month	6%	10%	9%			
Once a month (or less)	6%	1%	3%			
Never	6%	21%	16%			
This is not an appropriate activity for children at this level	9%	21%	17%			
Show students how to spell common, high frequency words N=246						
3-4 times a week or more	21%	26%	24%	---	---	---
1-2 times a week	35%	33%	34%			
2-3 times a month	15%	7%	9%			
Once a month (or less)	8%	11%	10%			
Never	9%	13%	12%			
This is not an appropriate activity for children at this level	12%	11%	11%			
Ask students to use their textbooks, their words lists or posters in the classroom to check the spelling of new words N= 249						
3-4 times a week or more	24%	15%	17%	---	---	---
1-2 times a week	25%	22%	23%			
2-3 times a month	10%	6%	7%			
Once a month (or less)	7%	12%	11%			
Never	21%	29%	27%			

Item: How often do children get a chance to do the following in language classes?	Community	Civil service	Overall	Chi square	Df	p
This is not an appropriate activity for children at this level	13%	16%	15%			
Ask students to look over the text of a classmate to correct spelling, grammar or punctuation errors N=250						
3-4 times a week or more	12%	6%	7%	22,721	5	.000
1-2 times a week	15%	14%	14%			
2-3 times a month	15%	3%	6%			
Once a month (or less)	10%	7%	8%			
Never	18%	43%	36%			
This is not an appropriate activity for children at this level	31%	27%	28%			
Group work						
Have students work in small groups to complete reading or writing activities N=251						
3-4 times a week or more	49%	41%	43%	---	---	---
1-2 times a week	22%	20%	20%			
2-3 times a month	10%	7%	8%			
Once a month (or less)	4%	7%	6%			
Never	9%	22%	18%			
This is not an appropriate activity for children at this level	6%	4%	4%			
Home-school connections						
Ask students to complete reading assignments at home (as homework) N=205						
3-4 times a week or more	33%	15%	19%	13,332	5	,020
1-2 times a week	26%	24%	24%			
2-3 times a month	9%	8%	8%			
Once a month (or less)	13%	8%	9%			
Never	17%	39%	34%			
This is not an appropriate activity for children at this level	2%	6%	5%			
Ask students to complete writing assignments at home (as homework) N=248						
3-4 times a week or more	25%	18%	20%	15,970	5	,007
1-2 times a week	36%	20%	24%			
2-3 times a month	12%	8%	9%			
Once a month (or less)	8%	11%	10%			
Never	13%	32%	27%			
This is not an appropriate activity for children at this level	6%	12%	11%			

Section C et D : Student learning activities: Level

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
Language mechanisms						
Help students to identify the names of the different letters of alphabet (Grade 2 only) N= 124						
3-4 times a week or more	69%	75%	69%	---	---	---
1-2 times a week	18%	25%	18%			
2-3 times a month	8%	.0%	7%			
Once a month (or less)	1%	.0%	1%			
Never	2%	.0%	2%			
This is not an appropriate activity for children at this level	3%	.0%	3%			
Help students to identify the sounds that produce different letters (or combinations of letters) of the alphabet (Grade 2 only) N= 123						
3-4 times a week or more	53%	75%	54%	---	---	---
1-2 times a week	31%	25%	31%			
2-3 times a month	8%	.0%	8%			
Once a month (or less)	3%	.0%	3%			
Never	3%	.0%	2%			
This is not an appropriate activity for children at this level	2%	.0%	2%			
Find a specific letter in a word (Grade 2 only) N=122						
3-4 times a week or more	56%	100%	57%	---	---	---
1-2 times a week	29%	.0%	28%			
2-3 times a month	6%	.0%	6%			
Once a month (or less)	6%	.0%	6%			
Never	3%	.0%	3%			
This is not an appropriate activity for children at this level	1%	.0%	1%			
Helps students use their knowledge of sounds and letters to read new words N= 253						
3-4 times a week or more	58%	62%	60%	---	---	---
1-2 times a week	21%	19%	20%			
2-3 times a month	6%	7%	7%			
Once a month (or less)	5%	3%	4%			
Never	6%	6%	6%			
This is not an appropriate activity for children at this level	5%	2%	4%			
Show students how to count the number of syllables in a word N=124						
3-4 times a week or more	39%	25%	39%	---	---	---
1-2 times a week	25%	75%	27%			
2-3 times a month	9%	.0%	9%			

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
Once a month (or less)	5%	.0%	5%			
Never	13%	.0%	13%			
This is not an appropriate activity for children at this level	8%	.0%	8%			
Show students how to break down a 2 or 3 syllable word N=254						
3-4 times a week or more	48%	46%	47%	---	---	---
1-2 times a week	24%	32%	28%			
2-3 times a month	8%	6%	7%			
Once a month (or less)	3%	4%	4%			
Never	9%	6%	7%			
This is not an appropriate activity for children at this level	8%	6%	7%			
Identify the sounds at the beginning, middle and end of a word N=252						
3-4 times a week or more	46%	42%	44%	---	---	---
1-2 times a week	22%	26%	24%			
2-3 times a month	9%	10%	10%			
Once a month (or less)	6%	6%	6%			
Never	12%	14%	13%			
This is not an appropriate activity for children at this level	6%	3%	4%			
Show students how to combine 2 or more syllables to form a word N=175						
3-4 times a week or more	40%	30%	37%	---	---	---
1-2 times a week	28%	38%	31%			
2-3 times a month	9%	8%	9%			
Once a month (or less)	7%	8%	7%			
Never	12%	15%	13%			
This is not an appropriate activity for children at this level	3%	2%	3%			
Help students to identify sounds that belong to their mother tongue and those that are common between their mother tongue and the French language N=130						
3-4 times a week or more	25%	40%	39%	---	---	---
1-2 times a week	25%	20%	20%			
2-3 times a month	13%	7%	8%			
Once a month (or less)	25%	3%	5%			
Never	13%	16%	15%			
This is not an appropriate activity for children at this level	.0%	14%	13%			
Show students how to put a list of words in alphabetical order N=130						

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
3-4 times a week or more	13%	24%	23%	25,337	5	,000
1-2 times a week	.0%	27%	25%			
2-3 times a month	13%	14%	14%			
Once a month (or less)	25%	11%	12%			
Never	.0%	20%	19%			
This is not an appropriate activity for children at this level	50%	5%	8%			
Replace the sound at the beginning of a word by another sound to produce a new word. N=200						
3-4 times a week or more	27%	24%	26%	22,331	5	,000
1-2 times a week	19%	42%	28%			
2-3 times a month	7%	5%	6%			
Once a month (or less)	7%	1%	5%			
Never	29%	28%	29%			
This is not an appropriate activity for children at this level	12%	0%	8%			
Find a word that rhymes with a word given by the teacher N=246						
3-4 times a week or more	22%	18%	20%	12,904	6	,045
1-2 times a week	21%	33%	27%			
2-3 times a month	7%	13%	10%			
Once a month (or less)	7%	8%	8%			
Never	25%	23%	24%			
This is not an appropriate activity for children at this level	16%	6%	11%			
Identify sounds unique to the French language, as well as those that appear both in French and in the local language (Classical schools only) N=50						
Conventions of written text (reading)						
Have students point out the first or the last word of a sentence (Grade 2 only) N=122						
3-4 times a week or more	37%	50%	38%	---	---	---
1-2 times a week	21%	.0%	21%			
2-3 times a month	14%	25%	14%			
Once a month (or less)	4%	.0%	4%			
Never	11%	25%	12%			
This is not an appropriate activity for children at this level	13%	.0%	12%			
Ask students to point out, in a sentence, the period, a comma, an exclamation point or a question mark N= 175						
3-4 times a week or more	25%	38%	29%	38,466	5	,000
1-2 times a week	13%	45%	23%			
2-3 times a month	12%	9%	11%			

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
Once a month (or less)	8%	.0%	6%			
Never	15%	6%	12%			
This is not an appropriate activity for children at this level	28%	2%	20%			
Have students identify different parts of a book (title, cover, title page, illustrations, etc.) (Grade 2 only) N=124						
3-4 times a week or more	14%	.0%	14%	---	---	---
1-2 times a week	14%	25%	15%			
2-3 times a month	8%	50%	9%			
Once a month (or less)	8%	.0%	7%			
Never	28%	25%	27%			
This is not an appropriate activity for children at this level	29%	.0%	28%			
Lexical Awareness						
Ask students to find a specific word in a sentence (Grade 2 only) N=124						
3-4 times a week or more	52%	75%	52%	---	---	---
1-2 times a week	23%	25%	23%			
2-3 times a month	8%	.0%	8%			
Once a month (or less)	7%	.0%	7%			
Never	5%	.0%	5%			
This is not an appropriate activity for children at this level	6%	.0%	6%			
Ask students to infer the words needed to complete a sentence. N=202						
3-4 times a week or more	30%	40%	34%	11,271	5	,046
1-2 times a week	25%	30%	27%			
2-3 times a month	11%	10%	11%			
Once a month (or less)	6%	9%	7%			
Never	16%	9%	13%			
This is not an appropriate activity for children at this level	12%	1%	8%			
Ask students to infer the meaning of a new word by examining how it is used in a text or a sentence N=252						
3-4 times a week or more	14%	32%	23%	45,232	5	,000
1-2 times a week	22%	39%	31%			
2-3 times a month	10%	10%	10%			
Once a month (or less)	5%	1%	3%			
Never	19%	13%	16%			
This is not an appropriate activity for children at this level	30%	5%	18%			
Show students how to deduce the meaning of a word by analysing the root word and the suffixes and/or prefixes N= 253						

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
3-4 times a week or more	9%	17%	13%	34,117	5	,000
1-2 times a week	12%	24%	18%			
2-3 times a month	3%	9%	6%			
Once a month (or less)	4%	10%	7%			
Never	24%	22%	23%			
This is not an appropriate activity for children at this level	48%	18%	33%			
Fluidity						
Ask students to read out loud for the teacher or for classmates N=252						
3-4 times a week or more	68%	79%	73%	---	---	---
1-2 times a week	14%	10%	12%			
2-3 times a month	4%	4%	4%			
Once a month (or less)	2%	2%	2%			
Never	5%	4%	4%			
This is not an appropriate activity for children at this level	7%	2%	4%			
Have students repeat after the teacher the sentences of a text N=255						
3-4 times a week or more	65%	69%	67%	---	---	---
1-2 times a week	16%	17%	17%			
2-3 times a month	6%	2%	4%			
Once a month (or less)	1%	1%	1%			
Never	8%	10%	9%			
This is not an appropriate activity for children at this level	5%	2%	3%			
Have students read silently N=253						
3-4 times a week or more	58%	76%	67%	22,193	5	,000
1-2 times a week	15%	13%	14%			
2-3 times a month	3%	6%	4%			
Once a month (or less)	2%	1%	1%			
Never	14%	4%	9%			
This is not an appropriate activity for children at this level	9%	0%	4%			
Comprehension: Pre reading						
Invite students to participate in discussions with classmates to identify what they know about the theme or subject of a text before reading it N=253						
3-4 times a week or more	11%	29%	20%	26,443	5	,000
1-2 times a week	13%	17%	15%			
2-3 times a month	10%	6%	8%			
Once a month (or less)	6%	10%	8%			

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
Never	35%	31%	33%			
This is not an appropriate activity for children at this level	24%	6%	15%			
Ask students to predict the content of a story by examining the title or the illustrations N=251						
3-4 times a week or more	11%	19%	15%	---	---	---
1-2 times a week	25%	27%	26%			
2-3 times a month	6%	12%	9%			
Once a month (or less)	11%	11%	11%			
Never	32%	23%	27%			
This is not an appropriate activity for children at this level	16%	9%	12%			
Comprehension: Analysis						
Ask students to respond orally to questions about a text they have read. N=251						
3-4 times a week or more	61%	77%	69%	---	---	---
1-2 times a week	22%	17%	20%			
2-3 times a month	6%	2%	4%			
Once a month (or less)	2%	2%	2%			
Never	3%	1%	2%			
This is not an appropriate activity for children at this level	6%	2%	4%			
Ask students to identify the principal idea of a story or a text N=251						
3-4 times a week or more	16%	46%	31%	45,316	5	,000
1-2 times a week	30%	32%	31%			
2-3 times a month	12%	12%	12%			
Once a month (or less)	8%	3%	6%			
Never	12%	6%	8%			
This is not an appropriate activity for children at this level	23%	2%	13%			
Ask students to tell you what happened in the beginning, middle or end of a story or text they have read N= 252						
3-4 times a week or more	16%	21%	18%	29,486	5	,000
1-2 times a week	21%	41%	31%			
2-3 times a month	13%	8%	10%			
Once a month (or less)	9%	10%	9%			
Never	18%	18%	18%			
This is not an appropriate activity for children at this level	24%	3%	14%			
Ask students to put in the proper order two or three events of story told or read by the teacher N=252						
3-4 times a week or more	17%	14%	16%	---	---	---

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
1-2 times a week	26%	26%	26%			
2-3 times a month	12%	16%	14%			
Once a month (or less)	10%	16%	13%			
Never	17%	22%	19%			
This is not an appropriate activity for children at this level	18%	6%	20%			
Ask students to respond in writing to questions about a text they have read N=252						
3-4 times a week or more	18%	34%	26%	49,557	5	,000
1-2 times a week	14%	33%	23%			
2-3 times a month	3%	7%	5%			
Once a month (or less)	5%	7%	6%			
Never	34%	15%	25%			
This is not an appropriate activity for children at this level	26%	3%	15%			
Have students represent visually (by drawings) the main ideas of a text read to them by the teacher N=252						
3-4 times a week or more	8%	10%	9%	14,394	5	,013
1-2 times a week	16%	13%	14%			
2-3 times a month	18%	14%	16%			
Once a month (or less)	8%	13%	10%			
Never	29%	42%	35%			
This is not an appropriate activity for children at this level	22%	8%	15%			
Ask students to predict the next events in a story N=127						
3-4 times a week or more	13%	10%	10%	15,936	5	,007
1-2 times a week	.0%	26%	24%			
2-3 times a month	.0%	15%	14%			
Once a month (or less)	.0%	9%	9%			
Never	25%	27%	27%			
This is not an appropriate activity for children at this level	63%	13%	16%			
Invite students to propose an ending – or a continuation - of a story read or told by the teacher N=251						
3-4 times a week or more	11%	13%	12%	11,279	5	,046
1-2 times a week	18%	28%	23%			
2-3 times a month	10%	13%	12%			
Once a month (or less)	19%	11%	15%			
Never	26%	28%	27%			
This is not an appropriate activity for children at this level	16%	7%	12%			
Comprehension: Responding and personal engagement						

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
Ask students to identify what they liked about a story or a text N=247						
3-4 times a week or more	14%	19%	17%	---	---	---
1-2 times a week	26%	26%	26%			
2-3 times a month	14%	15%	15%			
Once a month (or less)	15%	17%	16%			
Never	18%	19%	19%			
This is not an appropriate activity for children at this level	14%	3%	9%			
Ask students to share with their classmates their opinions or feelings about a text they have read. N=250						
3-4 times a week or more	12%	24%	18%	25,534	5	,000
1-2 times a week	18%	22%	20%			
2-3 times a month	10%	16%	13%			
Once a month (or less)	11%	7%	9%			
Never	24%	26%	25%			
This is not an appropriate activity for children at this level	25%	5%	15%			
Ask students to tell you what they liked (or didn't like) in a story N= 251						
3-4 times a week or more	13%	15%	14%	28,771	5	,000
1-2 times a week	13%	33%	23%			
2-3 times a month	13%	12%	13%			
Once a month (or less)	12%	15%	14%			
Never	29%	20%	25%			
This is not an appropriate activity for children at this level	20%	4%	12%			
Ask students to write one or two sentences explaining what they liked (or didn't like) about a text they have read (Original production) N=253						
3-4 times a week or more	5%	15%	10%	33,121	5	,000
1-2 times a week	16%	25%	21%			
2-3 times a month	4%	10%	7%			
Once a month (or less)	7%	11%	9%			
Never	37%	30%	34%			
This is not an appropriate activity for children at this level	32%	8%	20%			
Have students express in writing their opinions or feelings about a text (Original production) N=254						
3-4 times a week or more	7%	14%	11%	27,888	5	,000
1-2 times a week	10%	21%	16%			
2-3 times a month	2%	10%	6%			
Once a month (or less)	6%	9%	6%			

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
Never	42%	32%	37%			
This is not an appropriate activity for children at this level	33%	14%	24%			
Ask students to write several sentences to explain the relationship between the events in a story and their own life experiences N=131						
3-4 times a week or more	.0%	10%	9%	---	---	---
1-2 times a week	.0%	11%	10%			
2-3 times a month	13%	5%	5%			
Once a month (or less)	13%	14%	14%			
Never	38%	42%	42%			
This is not an appropriate activity for children at this level	38%	19%	20%			
Reading for pleasure						
Invite students to read texts or books of their own choosing N=251						
3-4 times a week or more	14%	25%	19%	24,109	5	,000
1-2 times a week	8%	15%	12%			
2-3 times a month	7%	6%	7%			
Once a month (or less)	6%	16%	11%			
Never	44%	30%	37%			
This is not an appropriate activity for children at this level	22%	8%	15%			
Invite students to read texts or stories that are NOT in their textbook? (Classical school only) N=92						
3-4 times a week or more	0%	6%	3%	13,057	5	,023
1-2 times a week	16%	8%	12%			
2-3 times a month	5%	10%	8%			
Once a month (or less)	7%	6%	7%			
Never	33%	55%	45%			
This is not an appropriate activity for children at this level	40%	14%	26%			
Original production						
Post students' productions in the classroom N=251						
3-4 times a week or more	18%	20%	19%	---	---	---
1-2 times a week	21%	18%	20%			
2-3 times a month	18%	15%	16%			
Once a month (or less)	11%	9%	10%			
Never	21%	34%	27%			
This is not an appropriate activity for children at this level	11%	5%	8%			
Ask students to participate in discussions with classmates to generate ideas BEFORE beginning to write on						

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
a subject N=254						
3-4 times a week or more	13%	35%	24%	30,467	5	,000
1-2 times a week	12%	20%	16%			
2-3 times a month	8%	6%	7%			
Once a month (or less)	9%	6%	8%			
Never	32%	25%	28%			
This is not an appropriate activity for children at this level	27%	9%	18%			
Have students produce original texts or sentences (ie, texts or sentences that they have composed themselves, without the support of a model) N=252						
3-4 times a week or more	10%	21%	26%	24,141	5	,000
1-2 times a week	14%	21%	18%			
2-3 times a month	10%	8%	9%			
Once a month (or less)	9%	10%	9%			
Never	31%	35%	33%			
This is not an appropriate activity for children at this level	27%	6%	16%			
Ask students to write several sentences to summarize what they learned during the day or what they liked about the day N=131						
3-4 times a week or more	13%	11%	12%	---	---	---
1-2 times a week	.0%	22%	21%			
2-3 times a month	.0%	9%	8%			
Once a month (or less)	.0%	16%	15%			
Never	50%	30%	31%			
This is not an appropriate activity for children at this level	38%	11%	13%			
Ask students to work together in groups to create an original text N=252						
3-4 times a week or more	7%	21%	14%	28,854	5	,000
1-2 times a week	10%	16%	13%			
2-3 times a month	6%	14%	10%			
Once a month (or less)	9%	10%	9%			
Never	36%	30%	33%			
This is not an appropriate activity for children at this level	32%	10%	21%			
Have students produce an original text on a topic of their own choosing (Classical, grade 4 only) N=51						
3-4 times a week or more		6%		---	---	---
1-2 times a week		14%				
2-3 times a month		8%				

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
Once a month (or less)		16%				
Never		39%				
This is not an appropriate activity for children at this level		16%				
Style (writing)						
Show students how to use linking or joining words (thus, and, ...) (Grade 4 only) N=130						
3-4 times a week or more	13%	30%	29%	---	---	---
1-2 times a week	13%	38%	36%			
2-3 times a month	25%	9%	10%			
Once a month (or less)	.0%	6%	5%			
Never	25%	15%	15%			
This is not an appropriate activity for children at this level	25%	3%	5%			
Show students how to form complete sentences N=122						
3-4 times a week or more	20%	50%	21%	---	---	---
1-2 times a week	19%	50%	20%			
2-3 times a month	4%	.0%	4%			
Once a month (or less)	9%	.0%	8%			
Never	17%	.0%	16%			
This is not an appropriate activity for children at this level	32%	.0%	31%			
Show students how to form complex sentences (Grade 4 only) N=131						
3-4 times a week or more	38%	16%	18%	---	---	---
1-2 times a week	.0%	34%	32%			
2-3 times a month	13%	8%	8%			
Once a month (or less)	.0%	7%	6%			
Never	38%	18%	19%			
This is not an appropriate activity for children at this level	13%	17%	17%			
Ask students to go over a classmate's text to identify adjectives he/she could add to make the text more interesting N=131						
3-4 times a week or more	.0%	7%	7%	---	---	---
1-2 times a week	.0%	20%	18%			
2-3 times a month	.0%	7%	6%			
Once a month (or less)	25%	6%	7%			
Never	25%	40%	39%			
This is not an appropriate activity for children at this level	50%	21%	23%			
Coherence and clarity						
Help students to distinguish between sentences that make sense and sentences that don't						

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
N=131						
3-4 times a week or more	13%	29%	28%	34,163	5	,000
1-2 times a week	13%	39%	37%			
2-3 times a month	25%	7%	8%			
Once a month (or less)	.0%	10%	9%			
Never	.0%	12%	12%			
This is not an appropriate activity for children at this level	50%	3%	6%			
Show students how to put in order a series of words to form a sentence (Grade 2 only)						
N=121						
3-4 times a week or more	39%	50%	39%	---	---	---
1-2 times a week	21%	50%	22%			
2-3 times a month	7%	.0%	7%			
Once a month (or less)	7%	.0%	7%			
Never	15%	.0%	14%			
This is not an appropriate activity for children at this level	11%	.0%	11%			
Ask students to produce an original text with a beginning, middle and end						
N=78						
3-4 times a week or more	17%	14%	14%	---	---	---
1-2 times a week	.0%	33%	31%			
2-3 times a month	17%	6%	6%			
Once a month (or less)	.0%	15%	14%			
Never	33%	24%	24%			
This is not an appropriate activity for children at this level	33%	8%	10%			
Ask students to put in the correct order a series of sentences taken from a text to form a coherent text						
N=253						
3-4 times a week or more	5%	21%	13%	35,832	5	,000
1-2 times a week	13%	17%	15%			
2-3 times a month	8%	16%	12%			
Once a month (or less)	11%	10%	11%			
Never	32%	28%	30%			
This is not an appropriate activity for children at this level	32%	8%	20%			
Conventions of written texts (writing)						
Show students how to correctly form (write) letters of the alphabet (Grade 2 only)						
N=123						
3-4 times a week or more	68%	100	69%	---	---	---
1-2 times a week	19%	.0%	19%			
2-3 times a month	6%	.0%	6%			
Once a month (or less)	2%	.0%	2%			
Never	4%	.0%	4%			

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
This is not an appropriate activity for children at this level	1%	.0%	1%			
Ask students to copy from the board texts prepared by the teacher N=251						
3-4 times a week or more	50%	56%	53%	---	---	---
1-2 times a week	22%	25%	24%			
2-3 times a month	6%	6%	6%			
Once a month (or less)	3%	3%	3%			
Never	14%	7%	10%			
This is not an appropriate activity for children at this level	6%	2%	4%			
Show students how to space out words when they are writing N=122						
3-4 times a week or more	53%	50%	53%	---	---	---
1-2 times a week	20%	50%	21%			
2-3 times a month	8%	.0%	7%			
Once a month (or less)	7%	.0%	7%			
Never	5%	.0%	5%			
This is not an appropriate activity for children at this level	9%	.0%	8%			
Ask students to complete exercises in their textbook or notebook N=250						
3-4 times a week or more	42%	55%	48%	15,330	5	,009
1-2 times a week	22%	25%	24%			
2-3 times a month	6%	6%	6%			
Once a month (or less)	2%	2%	2%			
Never	14%	11%	12%			
This is not an appropriate activity for children at this level	14%	2%	8%			
Explain to students the use of punctuation marks N=255						
3-4 times a week or more	20%	43%	32%	---	---	---
1-2 times a week	20%	43%	31%			
2-3 times a month	13%	9%	11%			
Once a month (or less)	9%	3%	6%			
Never	13%	1%	7%			
This is not an appropriate activity for children at this level	24%	1%	13%			
Show students how to space out paragraphs in their texts (Grade 4 only) N=131						
3-4 times a week or more	13%	30%	29%	22,705	5	,000
1-2 times a week	13%	37%	35%			
2-3 times a month	.0%	7%	7%			

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
Once a month (or less)	13%	7%	7%			
Never	.0%	16%	15%			
This is not an appropriate activity for children at this level	63%	3%	7%			
Have students do dictées N=251						
3-4 times a week or more	20%	15%	18%	46,112	5	,000
1-2 times a week	29%	58%	43%			
2-3 times a month	6%	14%	10%			
Once a month (or less)	11%	7%	9%			
Never	18%	4%	11%			
This is not an appropriate activity for children at this level	18%	2%	10%			
Explain to students how to use capital letters (Grade 2 only) N=123						
3-4 times a week or more	34%	50%	34%	---	---	---
1-2 times a week	19%	50%	20%			
2-3 times a month	9%	.0%	9%			
Once a month (or less)	3%	.0%	2%			
Never	17%	.0%	16%			
This is not an appropriate activity for children at this level	19%	.0%	18%			
Show students how to spell common, high frequency words N=249						
3-4 times a week or more	25%	23%	24%	---	---	---
1-2 times a week	27%	42%	34%			
2-3 times a month	9%	8%	8%			
Once a month (or less)	10%	10%	10%			
Never	11%	13%	12%			
This is not an appropriate activity for children at this level	19%	4%	12%			
Ask students to use their textbooks, their word lists or posters in the classroom to check the spelling of new words N=252						
3-4 times a week or more	16%	19%	18%	23,595	5	,000
1-2 times a week	13%	32%	22%			
2-3 times a month	6%	9%	7%			
Once a month (or less)	13%	9%	11%			
Never	29%	24%	27%			
This is not an appropriate activity for children at this level	24%	7%	16%			
Ask students to look over the text of a classmate to correct spelling, grammar or punctuation errors N=253						
3-4 times a week or more	2%	13%	8%	42,055	5	,000

Item: How often do children get a chance to do the following in language classes?	GR 2	GR 4	Overall	Chi square	Df	p
1-2 times a week	10%	18%	14%			
2-3 times a month	3%	10%	6%			
Once a month (or less)	5%	11%	8%			
Never	36%	37%	36%			
This is not an appropriate activity for children at this level	44%	12%	28%			
Group work						
Have students work in small groups to complete reading or writing activities N=254						
3-4 times a week or more	38%	48%	43%	---	---	---
1-2 times a week	20%	23%	21%			
2-3 times a month	7%	9%	8%			
Once a month (or less)	8%	4%	6%			
Never	21%	14%	18%			
This is not an appropriate activity for children at this level	6%	2%	4%			
Home-school connections						
Ask students to complete reading assignments at home (as homework) N=207						
3-4 times a week or more	12%	24%	19%	15,324	5	,009
1-2 times a week	20%	27%	24%			
2-3 times a month	7%	9%	8%			
Once a month (or less)	7%	10%	9%			
Never	43%	28%	34%			
This is not an appropriate activity for children at this level	11%	2%	5%			
Ask students to complete writing assignments at home (as homework) N=251						
3-4 times a week or more	19%	21%	20%	16,776	5	,005
1-2 times a week	22%	27%	25%			
2-3 times a month	6%	10%	8%			
Once a month (or less)	8%	12%	10%			
Never	26%	27%	27%			
This is not an appropriate activity for children at this level	18%	3%	10%			

SECTION E : TEACHERS' BELIEFS : ZONE

Item:	Rural	Urban	Overall	Chi square	Df	p
Beliefs about children abilities						
All children can learn write N=255						
Total agreement	63%	72%	68%	---	---	---
More or less an agreement	20%	19%	19%			
Somewhat agree	10%	7%	8%			
Disagree	6%	2%	4%			
No opinion	2%	.0%	1%			
All children can learn read N=254						
Total agreement	65%	58%	61%	---	---	---
More or less an agreement	21%	23%	22%			
Somewhat agree	7%	14%	11%			
Disagree	5%	4%	5%			
No opinion	2%	.0%	1%			
It is very difficult for children to learn to write N= 255						
Total agreement	37%	37%	37%	---	---	---
More or less an agreement	37%	39%	38%			
Somewhat agree	22%	18%	20%			
Disagree	4%	6%	5%			
No opinion	.0%	1%	.0%			
Children have a lot of difficulty learning to read N=254						
Total agreement	49%	59%	54%	---	---	---
More or less an agreement	19%	21%	21%			
Somewhat agree	15%	11%	13%			
Disagree	15%	8%	11%			
No opinion	2%	1%	1%			
Beliefs about the reading process						
Children must be able to identify all of the letters of the alphabet by their name and their sound before they can read and write the word N=254						
Total agreement	70%	79%	75%	---	---	---
More or less an agreement	11%	9%	10%			
Somewhat agree	9%	4%	6%			
Disagree	10%	9%	9%			
No opinion						
It is important to organize silent reading sessions in the classroom N=253						
Total agreement	74%	75%	74%	---	---	---
More or less an agreement	8%	10%	9%			
Somewhat agree	9%	6%	7%			

Item:	Rural	Urban	Overall	Chi square	Df	p
Disagree	8%	7%	8%			
No opinion	2%	2%	2%			
Before asking children to read a text, it is best to have a discussion with the whole class to identify what children already know about the subject in question N= 251						
Total agreement	68%	64%	65%	---	---	---
More or less an agreement	13%	13%	13%			
Somewhat agree	7%	12%	10%			
Disagree	10%	9%	9%			
No opinion	3%	2%	2%			
It is important to allow time each day for children to read on topics of their own choosing N= 250						
Total agreement	72%	57%	64%	9,545	4	,049
More or less an agreement	11%	17%	14%			
Somewhat agree	14%	15%	15%			
Disagree	4%	7%	6%			
No opinion	.0%	4%	2%			
One must learn to read BEFORE learning write N=254						
Total agreement	57%	45%	50%	---	---	---
More or less an agreement	16%	14%	15%			
Somewhat agree	3%	7%	5%			
Disagree	24%	32%	28%			
No opinion	2%	2%	2%			
One must memorize a text in order to understand it N=249						
Total agreement	37%	27%	31%	---	---	---
More or less an agreement	16%	10%	13%			
Somewhat agree	8%	5%	6%			
Disagree	38%	56%	48%			
No opinion	2%	2%	2%			
Silent reading is to be avoided, as the teacher cannot check to see if children are actually reading or not N=253						
Total agreement	27%	28%	28%	---	---	---
More or less an agreement	15%	12%	13%			
Somewhat agree	14%	9%	11%			
Disagree	43%	49%	46%			
No opinion	2%	2%	2%			
Children must be able to recite a text before they can read it N= 252						
Total agreement	13%	17%	16%	---	---	---
More or less an agreement	4%	9%	7%			
Somewhat agree	4%	6%	5%			
Disagree	73%	65%	69%			

Item:	Rural	Urban	Overall	Chi square	Df	p
No opinion	6%	2%	4%			
Beliefs about the writing process						
It is important to correct all of the mistakes in children's sentences N= 254						
Total agreement	94%	91%	92%	---	---	---
More or less an agreement	3%	7%	5%			
Somewhat agree	2%	1%	2%			
Disagree	2%	1%	2%			
No opinion						
A teacher should correct everything a student writes N=252						
Total agreement	88%	84%	86%	---	---	---
More or less an agreement	7%	6%	6%			
Somewhat agree	4%	7%	6%			
Disagree	2%	3%	2%			
No opinion						
If a child makes a spelling mistake the first time he writes a word that he has not studied in school, it is not a major thing N=254						
Total agreement	67%	73%	70%	11,915	4	,018
More or less an agreement	10%	19%	15%			
Somewhat agree	9%	4%	6%			
Disagree	10%	4%	7%			
No opinion	4%	1%	2%			
Children in grades ¾ are not able to produce an original text N=51						
Total agreement	50%	57%	53%	---	---	---
More or less an agreement	27%	13%	22%			
Somewhat agree	7%	17%	12%			
Disagree	7%	9%	8%			
No opinion	7%	4%	6%			
It is important to allow time each day for children to write on topics of their own choosing N=252						
Total agreement	55%	50%	52%	---	---	---
More or less an agreement	14%	20%	18%			
Somewhat agree	17%	16%	16%			
Disagree	10%	11%	10%			
No opinion	4%	3%	4%			
Young children (ie, in grades 1 to 4) are not yet able to produce an original written texts (ie, with sentences they have made up themselves, not copied from the board) N=201						
Total agreement	29%	46%	39%	12,484	4	,014
More or less an agreement	21%	21%	21%			
Somewhat agree	20%	16%	17%			

Item:	Rural	Urban	Overall	Chi square	Df	p
Disagree	21%	17%	18%			
No opinion	9%	1%	5%			
A child who writes well is a child who does not make any spelling and/or grammar mistakes N= 251						
Total agreement	23%	19%	21%	11,135	4	,025
More or less an agreement	20%	8%	14%			
Somewhat agree	9%	11%	10%			
Disagree	47%	62%	55%			
No opinion	1%	.0%	.0%			
It is better to teach reading and writing separately, as two different subjects, so as not to confuse children N=253						
Total agreement	56%	59%	58%	---	---	---
More or less an agreement	8%	13%	11%			
Somewhat agree	4%	7%	5%			
Disagree	33%	20%	26%			
No opinion	.0%	1%	1%			
Language of instruction						
Children learn how to read more easily in their mother tongue than in French N=157						
Total agreement	73%	56%	62%	9,474	4	,05
More or less an agreement	15%	13%	14%			
Somewhat agree	2%	11%	8%			
Disagree	7%	17%	13%			
No opinion	3%	2%	3%			
Children learn to write more easily in their mother tongue than in French N=155						
Total agreement	61%	41%	48%	---	---	---
More or less an agreement	15%	22%	19%			
Somewhat agree	3%	8%	7%			
Disagree	17%	27%	23%			
No opinion	3%	2%	3%			
Professional resources						
My students find the textbooks produced in local language interesting N=97						
Total agreement	55%	36%	46%	---	---	---
More or less an agreement	18%	36%	26%			
Somewhat agree	16%	21%	19%			
Disagree	11%	5%	8%			
No opinion	.0%	2%	1%			
The reading textbooks are well adapted to the Malian context N=96						
Total agreement	46%	39%	43%	---	---	---
More or less an agreement	18%	37%	26%			
Somewhat agree	22%	12%	18%			

Item:	Rural	Urban	Overall	Chi square	Df	p
Disagree	11%	7%	9%			
No opinion	4%	5%	4%			
I have enough reading textbooks for the students in my class N= 170						
Total agreement	31%	22%	27%	---	---	---
More or less an agreement	13%	21%	17%			
Somewhat agree	24%	15%	19%			
Disagree	27%	40%	34%			
No opinion	6%	1%	4%			
The textbooks produced in local language are well adapted to the needs of my students N= 93						
Total agreement	19%	15%	17%	---	---	---
More or less an agreement	6%	5%	5%			
Somewhat agree	10%	7%	9%			
Disagree	23%	24%	24%			
No opinion	42%	49%	45%			
The textbooks produced in French are well adapted to the needs of my students N= 97						
Total agreement	38%	43%	40%	---	---	---
More or less an agreement	20%	36%	27%			
Somewhat agree	24%	10%	18%			
Disagree	16%	12%	14%			
No opinion	2%	.0%	1%			
Professional development						
I often have opportunities to exchange with teaching colleagues on how to teach reading N=253						
Total agreement	78%	72%	75%	---	---	---
More or less an agreement	11%	16%	14%			
Somewhat agree	4%	10%	8%			
Disagree	3%	2%	2%			
No opinion	4%	.0%	2%			
I often have opportunities to exchange with teaching colleagues on how to teach writing N=253						
Total agreement	75%	71%	72%	9,469	4	,05
More or less an agreement	14%	17%	15%			
Somewhat agree	4%	10%	7%			
Disagree	4%	3%	4%			
No opinion	4%	.0%	2%			
The Conseiller Pédagogique's classroom observation visits help me to improve my teaching of reading N=254						
Total agreement	71%	68%	70%	---	---	---
More or less an agreement	12%	13%	13%			
Somewhat agree	3%	11%	7%			
Disagree	5%	3%	4%			

Item:	Rural	Urban	Overall	Chi square	Df	p
No opinion	9%	5%	7%			
The principal's classroom observation visits help me to improve my teaching of reading/writing N=252						
Total agreement	64%	70%	68%	---	---	---
More or less an agreement	11%	14%	13%			
Somewhat agree	12%	10%	11%			
Disagree	4%	3%	3%			
No opinion	9%	4%	6%			
I am satisfied with the training that I received on how to teach writing N=252						
Total agreement	21%	28%	25%	---	---	---
More or less an agreement	25%	17%	20%			
Somewhat agree	18%	26%	23%			
Disagree	27%	26%	27%			
No opinion	9%	3%	6%			
I am satisfied with the training that I received on how to teach reading N=251						
Total agreement	23%	23%	23%	---	---	---
More or less an agreement	22%	22%	22%			
Somewhat agree	17%	25%	21%			
Disagree	29%	28%	28%			
No opinion	9%	4%	6%			
Home school connections						
Children should be allowed to take their reading textbook home at night N= 177						
Total agreement	78%	80%	79%	---	---	---
More or less an agreement	9%	3%	6%			
Somewhat agree	5%	7%	6%			
Disagree	7%	7%	7%			
No opinion	1%	3%	2%			

SECTION E : TEACHERS' BELIEFS : TEACHER STATUS

Item:	Community	Civil service	Overall	Chi square	Df	p
Beliefs about children abilities						
All children can learn write N=253						
Total agreement	68%	69%	68%	---	---	---
More or less an agreement	19%	20%	19%			
Somewhat agree	4%	9%	8%			
Disagree	7%	3%	4%			
No opinion	1%	1%	1%			
All children can learn read N=252						
Total agreement	64%	61%	62%	---	---	---
More or less an agreement	19%	23%	22%			
Somewhat agree	7%	12%	11%			
Disagree	9%	3%	5%			
No opinion	1%	1%	1%			
It is very difficult for children to learn to write N=253						
Total agreement	30%	40%	37%	---	---	---
More or less an agreement	42%	37%	38%			
Somewhat agree	22%	18%	19%			
Disagree	6%	5%	5%			
No opinion	.0%	1%	.0%			
Children have a lot of difficulty learning to read N= 252						
Total agreement	50%	56%	54%	---	---	---
More or less an agreement	19%	21%	20%			
Somewhat agree	18%	12%	14%			
Disagree	12%	10%	11%			
No opinion	2%	1%	1%			
Beliefs about the reading process						
Children must be able to identify all of the letters of the alphabet by their name and their sound before they can read and write the word N=252						
Total agreement	75%	75%	75%	---	---	---
More or less an agreement	12%	9%	10%			
Somewhat agree	6%	6%	6%			
Disagree	7%	10%	9%			
No opinion						
It is important to organize silent reading sessions in the classroom N= 251						
Total agreement	84%	71%	75%	---	---	---
More or less an agreement	6%	9%	8%			
Somewhat agree	4%	8%	7%			

Item:	Community	Civil service	Overall	Chi square	Df	p
Disagree	6%	9%	8%			
No opinion	.0%	3%	2%			
Before asking children to read a text, it is best to have a discussion with the whole class to identify what children already know about the subject in question N=249						
Total agreement	64%	65%	65%	---	---	---
More or less an agreement	13%	13%	13%			
Somewhat agree	9%	11%	10%			
Disagree	10%	9%	9%			
No opinion	3%	2%	2%			
It is important to allow time each day for children to read on topics of their own choosing N=248						
Total agreement	64%	64%	64%	---	---	---
More or less an agreement	14%	14%	14%			
Somewhat agree	15%	15%	15%			
Disagree	6%	5%	5%			
No opinion	2%	2%	2%			
One must learn to read BEFORE learning write N=252						
Total agreement	67%	44%	50%	12,035	4	,017
More or less an agreement	9%	16%	14%			
Somewhat agree	4%	6%	5%			
Disagree	17%	33%	29%			
No opinion	3%	2%	2%			
One must memorize a text in order to understand it N=247						
Total agreement	46%	26%	32%	21,861	4	,000
More or less an agreement	15%	12%	13%			
Somewhat agree	9%	6%	7%			
Disagree	25%	56%	48%			
No opinion	5%	1%	2%			
Silent reading is to be avoided, as the teacher cannot check to see if children are actually reading or not N=251						
Total agreement	40%	24%	28%	---	---	---
More or less an agreement	13%	13%	13%			
Somewhat agree	9%	12%	11%			
Disagree	38%	49%	46%			
No opinion	.0%	3%	2%			
Children must be able to recite a text before they can read it N=						
Total agreement	19%	15%	16%	---	---	---
More or less an agreement	5%	8%	7%			
Somewhat agree	5%	5%	5%			
Disagree	67%	68%	68%			

Item:	Community	Civil service	Overall	Chi square	Df	p
No opinion	5%	4%	4%			
Beliefs about the writing process						
It is important to correct all of the mistakes in children's sentences N=252						
Total agreement	93%	92%	92%	---	---	---
More or less an agreement	4%	5%	5%			
Somewhat agree	2%	2%	2%			
Disagree	2%	2%	2%			
No opinion						
A teacher should correct everything a student writes N= 250						
Total agreement	87%	86%	86%	---	---	---
More or less an agreement	10%	5%	6%			
Somewhat agree	3%	6%	5%			
Disagree	.0%	3%	2%			
No opinion						
If a child makes a spelling mistake the first time he writes a word that he has not studied in school, it is not a major thing N=252						
Total agreement	69%	72%	71%	---	---	---
More or less an agreement	9%	17%	15%			
Somewhat agree	9%	5%	6%			
Disagree	10%	5%	6%			
No opinion	3%	2%	2%			
Children in grades ¾ are not able to produce an original text N= 49						
Total agreement	50%	56%	53%	---	---	---
More or less an agreement	23%	19%	20%			
Somewhat agree	9%	15%	12%			
Disagree	5%	11%	8%			
No opinion	14%	.0%	6%			
It is important to allow time each day for children to write on topics of their own choosing N=250						
Total agreement	42%	57%	53%	---	---	---
More or less an agreement	15%	19%	18%			
Somewhat agree	21%	14%	16%			
Disagree	16%	8%	10%			
No opinion	6%	3%	4%			
Young children (ie, in grades 1 to 4) are not yet able to produce an original written texts (ie, with sentences they have made up themselves, not copied from the board) N= 201						
Total agreement	51%	36%	39%	---	---	---
More or less an agreement	11%	23%	20%			
Somewhat agree	22%	16%	17%			

Item:	Community	Civil service	Overall	Chi square	Df	p
Disagree	13%	20%	18%			
No opinion	2%	5%	5%			
A child who writes well is a child who does not make any spelling and/or grammar mistakes N= 249						
Total agreement	33%	17%	21%	14,606	4	,006
More or less an agreement	13%	13%	13%			
Somewhat agree	13%	9%	10%			
Disagree	39%	62%	55%			
No opinion	2%	.0%	.0%			
It is better to teach reading and writing separately, as two different subjects, so as not to confuse children N=251						
Total agreement	63%	57%	58%	---	---	---
More or less an agreement	6%	12%	10%			
Somewhat agree	6%	5%	5%			
Disagree	25%	26%	26%			
No opinion	.0%	1%	1%			
Language of instruction						
Children learn how to read more easily in their mother tongue than in French N=158						
Total agreement	77%	59%	62%	---	---	---
More or less an agreement	12%	14%	14%			
Somewhat agree	4%	8%	8%			
Disagree	8%	15%	14%			
No opinion	.0%	3%	3%			
Children learn to write more easily in their mother tongue than in French N=156						
Total agreement	52%	48%	49%	---	---	---
More or less an agreement	16%	19%	19%			
Somewhat agree	8%	6%	6%			
Disagree	24%	24%	24%			
No opinion	.0%	3%	3%			
Professional resources						
My students find the textbooks produced in local language interesting N= 94						
Total agreement	57%	39%	47%	---	---	---
More or less an agreement	17%	33%	26%			
Somewhat agree	17%	19%	18%			
Disagree	10%	8%	9%			
No opinion	.0%	2%	1%			
The reading textbooks are well adapted to the Malian context N=93						
Total agreement	52%	35%	43%	---	---	---
More or less an agreement	19%	33%	27%			

Item:	Community	Civil service	Overall	Chi square	Df	p
Somewhat agree	21%	12%	16%			
Disagree	5%	14%	10%			
No opinion	2%	6%	4%			
I have enough reading textbooks for the students in my class N=168						
Total agreement	44%	19%	27%	12,504	4	,014
More or less an agreement	14%	18%	17%			
Somewhat agree	18%	21%	20%			
Disagree	23%	38%	33%			
No opinion	2%	5%	4%			
The textbooks produced in local language are well adapted to the needs of my students N=90						
Total agreement	23%	14%	18%	14,396	4	,006
More or less an agreement	5%	6%	6%			
Somewhat agree	15%	4%	9%			
Disagree	33%	16%	23%			
No opinion	23%	61%	44%			
The textbooks produced in French are well adapted to the needs of my students N=94						
Total agreement	60%	27%	42%	11,177	4	,025
More or less an agreement	17%	35%	27%			
Somewhat agree	14%	17%	16%			
Disagree	10%	19%	15%			
No opinion	.0%	2%	1%			
Professional development						
I often have opportunities to exchange with teaching colleagues on how to teach reading N=251						
Total agreement	82%	71%	74%	---	---	---
More or less an agreement	10%	15%	14%			
Somewhat agree	3%	9%	8%			
Disagree	4%	2%	3%			
No opinion	.0%	2%	2%			
I often have opportunities to exchange with teaching colleagues on how to teach writing N=251						
Total agreement	79%	69%	72%	---	---	---
More or less an agreement	9%	18%	16%			
Somewhat agree	5%	8%	7%			
Disagree	8%	3%	4%			
No opinion	.0%	2%	2%			
The Conseiller Pédagogique's classroom observation visits help me to improve my teaching of reading N=252						
Total agreement	77%	66%	69%	11,033	4	,026
More or less an agreement	9%	14%	13%			
Somewhat agree	2%	9%	7%			

Item:	Community	Civil service	Overall	Chi square	Df	p
Disagree	9%	3%	4%			
No opinion	4%	8%	7%			
The principal's classroom observation visits help me to improve my teaching of reading/writing N= 250						
Total agreement	69%	66%	67%	---	---	---
More or less an agreement	7%	15%	13%			
Somewhat agree	13%	10%	11%			
Disagree	7%	2%	4%			
No opinion	3%	7%	6%			
I am satisfied with the training that I received on how to teach writing N=250						
Total agreement	28%	24%	25%	---	---	---
More or less an agreement	22%	19%	20%			
Somewhat agree	15%	25%	22%			
Disagree	33%	26%	28%			
No opinion	2%	7%	6%			
I am satisfied with the training that I received on how to teach reading N=249						
Total agreement	29%	20%	23%	---	---	---
More or less an agreement	17%	23%	21%			
Somewhat agree	20%	21%	21%			
Disagree	35%	27%	29%			
No opinion	.0%	8%	6%			
Home school connections						
Children should be allowed to take their reading textbook home at night N= 174						
Total agreement	72%	83%	79%	---	---	---
More or less an agreement	9%	4%	6%			
Somewhat agree	4%	7%	6%			
Disagree	13%	4%	7%			
No opinion	2%	3%	2%			

SECTION E : TEACHERS' BELIEFS : GENDER

Item:	Male	Female	Overall	Chi square	Df	p
Beliefs about children abilities						
All children can learn write N= 257						
Total agreement	73%	63%	68%	---	---	---
More or less an agreement	18%	21%	19%			
Somewhat agree	5%	11%	8%			
Disagree	2%	6%	4%			
No opinion	2%	.0%	1%			
All children can learn read N= 256						
Total agreement	67%	56%	62%	---	---	---
More or less an agreement	21%	22%	22%			
Somewhat agree	7%	15%	11%			
Disagree	3%	6%	5%			
No opinion	2%	.0%	1%			
It is very difficult for children to learn to write N= 257						
Total agreement	35%	39%	37%	---	---	---
More or less an agreement	44%	31%	38%			
Somewhat agree	18%	22%	20%			
Disagree	3%	7%	5%			
No opinion	.0%	1%	.0%			
Children have a lot of difficulty learning to read N=256						
Total agreement	44%	65%	54%	14,060	4	,007
More or less an agreement	23%	18%	20%			
Somewhat agree	15%	11%	13%			
Disagree	16%	6%	11%			
No opinion	2%	1%	1%			
Beliefs about the reading process						
Children must be able to identify all of the letters of the alphabet by their name and their sound before they can read and write the word N=256						
Total agreement	79%	72%	75%	---	---	---
More or less an agreement	8%	12%	10%			
Somewhat agree	3%	9%	6%			
Disagree	11%	7%	9%			
No opinion						
It is important to organize silent reading sessions in the classroom N=255						
Total agreement	76%	73%	74%	---	---	---
More or less an agreement	7%	11%	9%			
Somewhat agree	7%	7%	7%			

Item:	Male	Female	Overall	Chi square	Df	p
Disagree	8%	8%	8%			
No opinion	3%	1%	2%			
Before asking children to read a text, it is best to have a discussion with the whole class to identify what children already know about the subject in question N= 254						
Total agreement	66%	64%	65%	---	---	---
More or less an agreement	10%	16%	13%			
Somewhat agree	12%	9%	10%			
Disagree	10%	8%	9%			
No opinion	2%	2%	2%			
It is important to allow time each day for children to read on topics of their own choosing N=252						
Total agreement	64%	64%	64%	---	---	---
More or less an agreement	14%	14%	14%			
Somewhat agree	15%	15%	15%			
Disagree	5%	6%	6%			
No opinion	2%	2%	2%			
One must learn to read BEFORE learning write N=256						
Total agreement	47%	54%	50%	---	---	---
More or less an agreement	11%	18%	15%			
Somewhat agree	5%	5%	5%			
Disagree	34%	22%	29%			
No opinion	3%	1%	2%			
One must memorize a text in order to understand it N=251						
Total agreement	29%	35%	32%	---	---	---
More or less an agreement	14%	12%	13%			
Somewhat agree	5%	8%	6%			
Disagree	52%	44%	48%			
No opinion	2%	2%	2%			
Silent reading is to be avoided, as the teacher cannot check to see if children are actually reading or not N=255						
Total agreement	27%	30%	28%	---	---	---
More or less an agreement	11%	15%	13%			
Somewhat agree	8%	14%	11%			
Disagree	50%	41%	46%			
No opinion	4%	.0%	2%			
Children must be able to recite a text before they can read it N=254						
Total agreement	16%	15%	16%	---	---	---
More or less an agreement	9%	6%	7%			
Somewhat agree	3%	7%	5%			
Disagree	68%	69%	69%			

Item:	Male	Female	Overall	Chi square	Df	p
No opinion	5%	3%	4%			
Beliefs about the writing process						
It is important to correct all of the mistakes in children's sentences N=256						
Total agreement	94%	90%	92%	---	---	---
More or less an agreement	3%	6%	5%			
Somewhat agree	1%	2%	2%			
Disagree	2%	1%	2%			
No opinion						
A teacher should correct everything a student writes N=254						
Total agreement	88%	84%	86%	---	---	---
More or less an agreement	8%	5%	6%			
Somewhat agree	2%	9%	6%			
Disagree	2%	2%	2%			
No opinion						
If a child makes a spelling mistake the first time he writes a word that he has not studied in school, it is not a major thing N= 256						
Total agreement	66%	74%	70%	---	---	---
More or less an agreement	15%	15%	15%			
Somewhat agree	8%	5%	6%			
Disagree	8%	5%	7%			
No opinion	3%	1%	2%			
Children in grades ¾ are not able to produce an original text N=51						
Total agreement	50%	58%	53%	---	---	---
More or less an agreement	22%	21%	22%			
Somewhat agree	16%	5%	12%			
Disagree	6%	11%	8%			
No opinion	6%	5%	6%			
It is important to allow time each day for children to write on topics of their own choosing N= 254						
Total agreement	57%	48%	53%	---	---	---
More or less an agreement	16%	19%	17%			
Somewhat agree	14%	19%	16%			
Disagree	9%	12%	10%			
No opinion	5%	2%	4%			
Young children (ie, in grades 1 to 4) are not yet able to produce an original written texts (ie, with sentences they have made up themselves, not copied from the board) N=203						
Total agreement	32%	46%	39%	---	---	---
More or less an agreement	24%	17%	21%			
Somewhat agree	18%	16%	17%			
Disagree	20%	16%	18%			
No opinion	5%	4%	4%			

Item:	Male	Female	Overall	Chi square	Df	p
A child who writes well is a child who does not make any spelling and/or grammar mistakes N=253						
Total agreement	16%	26%	21%	---	---	---
More or less an agreement	18%	9%	13%			
Somewhat agree	8%	12%	10%			
Disagree	58%	53%	55%			
No opinion	.0%	1%	.0%			
It is better to teach reading and writing separately, as two different subjects, so as not to confuse children N=255						
Total agreement	54%	62%	58%	---	---	---
More or less an agreement	12%	10%	11%			
Somewhat agree	5%	6%	5%			
Disagree	28%	23%	26%			
No opinion	2%	.0%	1%			
Language of instruction						
Children learn how to read more easily in their mother tongue than in French N=159						
Total agreement	67%	58%	62%	---	---	---
More or less an agreement	15%	12%	14%			
Somewhat agree	5%	10%	8%			
Disagree	9%	19%	14%			
No opinion	4%	1%	3%			
Children learn to write more easily in their mother tongue than in French N=157						
Total agreement	54%	43%	48%	---	---	---
More or less an agreement	17%	22%	19%			
Somewhat agree	6%	6%	6%			
Disagree	19%	28%	24%			
No opinion	4%	1%	3%			
Professional resources						
My students find the textbooks produced in local language interesting N=97						
Total agreement	44%	49%	46%	---	---	---
More or less an agreement	29%	22%	26%			
Somewhat agree	17%	20%	19%			
Disagree	10%	7%	8%			
No opinion	.0%	2%	1%			
The reading textbooks are well adapted to the Malian context N=96						
Total agreement	35%	52%	43%	---	---	---
More or less an agreement	35%	16%	26%			
Somewhat agree	15%	21%	18%			
Disagree	10%	9%	9%			
No opinion	6%	2%	4%			

Item:	Male	Female	Overall	Chi square	Df	p
I have enough reading textbooks for the students in my class N=171						
Total agreement	29%	24%	27%	---	---	---
More or less an agreement	15%	19%	17%			
Somewhat agree	22%	17%	19%			
Disagree	29%	38%	33%			
No opinion	4%	3%	4%			
The textbooks produced in local language are well adapted to the needs of my students N= 93						
Total agreement	14%	21%	17%	---	---	---
More or less an agreement	6%	5%	5%			
Somewhat agree	8%	10%	9%			
Disagree	26%	21%	24%			
No opinion	47%	43%	45%			
The textbooks produced in French are well adapted to the needs of my students N=97						
Total agreement	36%	46%	40%	---	---	---
More or less an agreement	32%	21%	27%			
Somewhat agree	13%	23%	18%			
Disagree	17%	11%	14%			
No opinion	2%	.0%	1%			
Professional development						
I often have opportunities to exchange with teaching colleagues on how to teach reading N=255						
Total agreement	82%	67%	75%	---	---	---
More or less an agreement	9%	19%	14%			
Somewhat agree	6%	9%	8%			
Disagree	2%	3%	3%			
No opinion	2%	2%	2%			
I often have opportunities to exchange with teaching colleagues on how to teach writing N=255						
Total agreement	79%	66%	72%	---	---	---
More or less an agreement	9%	23%	15%			
Somewhat agree	7%	7%	7%			
Disagree	4%	4%	4%			
No opinion	2%	2%	2%			
The Conseiller Pédagogique's classroom observation visits help me to improve my teaching of reading N=256						
Total agreement	76%	63%	70%	11,115	4	,025
More or less an agreement	13%	12%	13%			
Somewhat agree	2%	12%	7%			
Disagree	3%	6%	4%			
No opinion	6%	7%	7%			
The principal's classroom observation visits help me to improve my teaching of reading/writing						

Item:	Male	Female	Overall	Chi square	Df	p
N=254						
Total agreement	73%	62%	67%	---	---	---
More or less an agreement	12%	13%	13%			
Somewhat agree	7%	14%	11%			
Disagree	2%	5%	4%			
No opinion	5%	6%	6%			
I am satisfied with the training that I received on how to teach writing N= 254						
Total agreement	30%	20%	25%	---	---	---
More or less an agreement	23%	17%	20%			
Somewhat agree	20%	25%	22%			
Disagree	23%	32%	27%			
No opinion	5%	7%	6%			
I am satisfied with the training that I received on how to teach reading N= 253						
Total agreement	29%	16%	23%	10,962	4	,027
More or less an agreement	24%	20%	22%			
Somewhat agree	21%	21%	21%			
Disagree	21%	37%	29%			
No opinion	5%	7%	6%			
Home school connections						
Children should be allowed to take their reading textbook home at night N=178						
Total agreement	84%	74%	79%	---	---	---
More or less an agreement	6%	7%	6%			
Somewhat agree	4%	7%	6%			
Disagree	2%	11%	7%			
No opinion	3%	1%	2%			

SECTION E : TEACHERS' BELIEFS : LEVEL

Item:	L 1	L 2	Overall	Chi square	Df	p
Beliefs about children abilities						
All children can learn write N=256						
Total agreement	70%	66%	68%	---	---	---
More or less an agreement	19%	20%	19%			
Somewhat agree	8%	9%	8%			
Disagree	3%	5%	4%			
No opinion	1%	1%	1%			
All children can learn read N= 255						
Total agreement	63%	60%	62%	---	---	---
More or less an agreement	21%	23%	22%			
Somewhat agree	10%	12%	11%			
Disagree	5%	5%	5%			
No opinion	1%	1%	1%			
It is very difficult for children to learn to write N=256						
Total agreement	39%	35%	37%	---	---	---
More or less an agreement	36%	39%	38%			
Somewhat agree	18%	21%	20%			
Disagree	7%	3%	5%			
No opinion	.0%	1%	.0%			
Children have a lot of difficulty learning to read N=255						
Total agreement	52%	57%	55%	---	---	---
More or less an agreement	20%	21%	20%			
Somewhat agree	16%	11%	13%			
Disagree	10%	11%	11%			
No opinion	2%	.0%	1%			
Beliefs about the reading process						
Children must be able to identify all of the letters of the alphabet by their name and their sound before they can read and write the word N=255						
Total agreement	71%	80%	75%	8,705	3	,033
More or less an agreement	8%	12%	10%			
Somewhat agree	8%	4%	6%			
Disagree	13%	5%	9%			
No opinion						
It is important to organize silent reading sessions in the classroom N=254						
Total agreement	71%	78%	74%	---	---	---
More or less an agreement	7%	11%	9%			
Somewhat agree	11%	2%	7%			

Item:	L 1	L 2	Overall	Chi square	Df	p
Disagree	9%	7%	8%			
No opinion	2%	2%	2%			
Before asking children to read a text, it is best to have a discussion with the whole class to identify what children already know about the subject in question N= 252						
Total agreement	64%	67%	66%	---	---	---
More or less an agreement	16%	10%	13%			
Somewhat agree	6%	14%	10%			
Disagree	11%	7%	9%			
No opinion	2%	2%	2%			
It is important to allow time each day for children to read on topics of their own choosing N=251						
Total agreement	61%	66%	64%	---	---	---
More or less an agreement	16%	12%	14%			
Somewhat agree	14%	16%	15%			
Disagree	6%	5%	6%			
No opinion	3%	1%	2%			
One must learn to read BEFORE learning write N=255						
Total agreement	48%	52%	50%	---	---	---
More or less an agreement	14%	15%	15%			
Somewhat agree	5%	5%	5%			
Disagree	30%	28%	29%			
No opinion	3%	1%	2%			
One must memorize a text in order to understand it N= 250						
Total agreement	34%	29%	32%	---	---	---
More or less an agreement	13%	13%	13%			
Somewhat agree	8%	5%	6%			
Disagree	44%	52%	48%			
No opinion	2%	2%	2%			
Silent reading is to be avoided, as the teacher cannot check to see if children are actually reading or not N=254						
Total agreement	32%	24%	28%	11,371	4	,023
More or less an agreement	9%	17%	13%			
Somewhat agree	13%	9%	11%			
Disagree	41%	50%	46%			
No opinion	4%	.0%	2%			
Children must be able to recite a text before they can read it N= 253						
Total agreement	22%	10%	16%	---	---	---
More or less an agreement	8%	6%	7%			
Somewhat agree	4%	6%	5%			
Disagree	61%	75%	68%			

Item:	L 1	L 2	Overall	Chi square	Df	p
No opinion	5%	3%	4%			
Beliefs about the writing process						
It is important to correct all of the mistakes in children's sentences N=255						
Total agreement	93%	91%	92%	---	---	---
More or less an agreement	4%	6%	5%			
Somewhat agree	1%	2%	2%			
Disagree	2%	1%	2%			
No opinion						
A teacher should correct everything a student writes N=253						
Total agreement	86%	86%	86%	---	---	---
More or less an agreement	6%	6%	6%			
Somewhat agree	6%	5%	6%			
Disagree	2%	3%	2%			
No opinion						
If a child makes a spelling mistake the first time he writes a word that he has not studied in school, it is not a major thing N=255						
Total agreement	73%	69%	71%	10,284	4	,036
More or less an agreement	9%	20%	15%			
Somewhat agree	9%	4%	6%			
Disagree	9%	5%	7%			
No opinion	1%	3%	2%			
Children in grades ¾ are not able to produce an original text (Grade 3 and 4 only) N= 51						
Total agreement		53%		---	---	---
More or less an agreement		20%				
Somewhat agree		12%				
Disagree		8%				
No opinion		6%				
It is important to allow time each day for children to write on topics of their own choosing N=253						
Total agreement	49%	57%	53%	---	---	---
More or less an agreement	18%	17%	17%			
Somewhat agree	19%	13%	16%			
Disagree	9%	12%	10%			
No opinion	6%	1%	4%			
Young children (ie, in grades 1 to 4) are not yet able to produce an original written texts (ie, with sentences they have made up themselves, not copied from the board) N=202						
Total agreement	38%	42%	40%	---	---	---
More or less an agreement	19%	22%	20%			
Somewhat agree	15%	22%	17%			

Item:	L 1	L 2	Overall	Chi square	Df	p
Disagree	21%	14%	18%			
No opinion	7%	.0%	5%			
A child who writes well is a child who does not make any spelling and/or grammar mistakes N=252						
Total agreement	20%	22%	21%	---	---	---
More or less an agreement	14%	13%	14%			
Somewhat agree	10%	10%	10%			
Disagree	55%	55%	55%			
No opinion	1%	.0%	.0%			
It is better to teach reading and writing separately, as two different subjects, so as not to confuse children N=254						
Total agreement	58%	58%	58%	---	---	---
More or less an agreement	7%	14%	11%			
Somewhat agree	5%	5%	5%			
Disagree	28%	23%	26%			
No opinion	2%	.0%	1%			
Language of instruction						
Children learn how to read more easily in their mother tongue than in French N= 158						
Total agreement	54%	70%	62%	---	---	---
More or less an agreement	14%	14%	14%			
Somewhat agree	7%	8%	7%			
Disagree	21%	7%	14%			
No opinion	4%	1%	3%			
Children learn to write more easily in their mother tongue than in French N=156						
Total agreement	51%	46%	48%	---	---	---
More or less an agreement	17%	22%	19%			
Somewhat agree	8%	5%	6%			
Disagree	22%	26%	24%			
No opinion	4%	1%	3%			
Professional resources						
My students find the textbooks produced in local language interesting N=97						
Total agreement	52%	41%	46%	---	---	---
More or less an agreement	21%	31%	26%			
Somewhat agree	19%	18%	19%			
Disagree	6%	10%	8%			
No opinion	2%	.0%	1%			
The reading textbooks are well adapted to the Malian context N= 96						
Total agreement	40%	46%	43%	---	---	---
More or less an agreement	29%	23%	26%			
Somewhat agree	15%	21%	18%			

Item:	L 1	L 2	Overall	Chi square	Df	p
Disagree	13%	6%	9%			
No opinion	4%	4%	4%			
I have enough reading textbooks for the students in my class N= 171						
Total agreement	21%	40%	27%	---	---	---
More or less an agreement	17%	17%	17%			
Somewhat agree	19%	21%	19%			
Disagree	39%	21%	33%			
No opinion	4%	2%	4%			
The textbooks produced in local language are well adapted to the needs of my students N= 93						
Total agreement	27%	8%	17%	9,824	4	,044
More or less an agreement	2%	8%	5%			
Somewhat agree	11%	6%	9%			
Disagree	27%	21%	24%			
No opinion	33%	56%	45%			
The textbooks produced in French are well adapted to the needs of my students N=97						
Total agreement	43%	38%	40%	---	---	---
More or less an agreement	28%	26%	27%			
Somewhat agree	19%	16%	18%			
Disagree	9%	20%	14%			
No opinion	2%	.0%	1%			
Professional development						
I often have opportunities to exchange with teaching colleagues on how to teach reading N=254						
Total agreement	70%	80%	75%	---	---	---
More or less an agreement	16%	11%	14%			
Somewhat agree	9%	6%	7%			
Disagree	4%	2%	3%			
No opinion	2%	2%	2%			
I often have opportunities to exchange with teaching colleagues on how to teach writing N=254						
Total agreement	67%	78%	72%	---	---	---
More or less an agreement	18%	13%	15%			
Somewhat agree	9%	6%	7%			
Disagree	5%	2%	4%			
No opinion	2%	2%	2%			
The Conseiller Pédagogique's classroom observation visits help me to improve my teaching of reading N=255						
Total agreement	70%	69%	70%	---	---	---
More or less an agreement	10%	14%	12%			
Somewhat agree	9%	5%	7%			
Disagree	6%	3%	4%			

Item:	L 1	L 2	Overall	Chi square	Df	p
No opinion	5%	9%	7%			
The principal's classroom observation visits help me to improve my teaching of reading/writing N=253						
Total agreement	67%	68%	68%	---	---	---
More or less an agreement	11%	14%	12%			
Somewhat agree	14%	7%	11%			
Disagree	3%	4%	4%			
No opinion	5%	7%	6%			
I am satisfied with the training that I received on how to teach writing N=253						
Total agreement	27%	23%	25%	---	---	---
More or less an agreement	15%	25%	20%			
Somewhat agree	24%	20%	22%			
Disagree	30%	25%	27%			
No opinion	4%	7%	6%			
I am satisfied with the training that I received on how to teach reading N=252						
Total agreement	26%	19%	23%	---	---	---
More or less an agreement	16%	28%	22%			
Somewhat agree	22%	19%	21%			
Disagree	32%	26%	29%			
No opinion	5%	7%	6%			
Home school connections						
Children should be allowed to take their reading textbook home at night N=177						
Total agreement	65%	86%	80%	13,299	4	,010
More or less an agreement	11%	4%	6%			
Somewhat agree	6%	5%	5%			
Disagree	13%	4%	7%			
No opinion	6%	1%	2%			

SECTION E: TEACHERS' BELIEFS : TYPE OF SCHOOL

Item:	Classical	Curriculum	Overall	Chi square	Df	p
Beliefs about children abilities						
All children can learn write N=257						
Total agreement	65%	70%	68%	14,026	4	,007
More or less an agreement	17%	20%	19%			
Somewhat agree	9%	8%	8%			
Disagree	10%	1%	4%			
No opinion	.0%	1%	1%			
All children can learn read N=256						
Total agreement	59%	63%	62%	18,053	4	,001
More or less an agreement	20%	23%	22%			
Somewhat agree	9%	12%	11%			
Disagree	12%	1%	5%			
No opinion	.0%	1%	1%			
It is very difficult for children to learn to write N=257						
Total agreement	33%	39%	37%	---	---	---
More or less an agreement	35%	39%	38%			
Somewhat agree	22%	18%	20%			
Disagree	9%	3%	5%			
No opinion	1%	.0%	.0%			
Children have a lot of difficulty learning to read N=256						
Total agreement	59%	52%	54%	---	---	---
More or less an agreement	16%	23%	20%			
Somewhat agree	14%	13%	13%			
Disagree	12%	11%	11%			
No opinion	.0%	2%	1%			
Beliefs about the reading process						
Children must be able to identify all of the letters of the alphabet by their name and their sound before they can read and write the word N=256						
Total agreement	76%	75%	75%	---	---	---
More or less an agreement	7%	11%	10%			
Somewhat agree	6%	6%	6%			
Disagree	11%	8%	9%			
No opinion						
It is important to organize silent reading sessions in the classroom N=255						
Total agreement	69%	77%	74%	---	---	---
More or less an agreement	13%	7%	9%			
Somewhat agree	6%	8%	7%			

Item:	Classical	Curriculum	Overall	Chi square	Df	p
Disagree	9%	8%	8%			
No opinion	3%	1%	2%			
Before asking children to read a text, it is best to have a discussion with the whole class to identify what children already know about the subject in question N=253						
Total agreement	68%	64%	65%	---	---	---
More or less an agreement	14%	13%	13%			
Somewhat agree	12%	9%	10%			
Disagree	3%	13%	9%			
No opinion	3%	2%	2%			
It is important to allow time each day for children to read on topics of their own choosing N= 252						
Total agreement	60%	67%	64%	---	---	---
More or less an agreement	14%	14%	14%			
Somewhat agree	17%	13%	15%			
Disagree	10%	3%	6%			
No opinion	.0%	3%	2%			
One must learn to read BEFORE learning write N=256						
Total agreement	56%	46%	50%	---	---	---
More or less an agreement	11%	17%	15%			
Somewhat agree	4%	6%	5%			
Disagree	27%	30%	29%			
No opinion	2%	2%	2%			
One must memorize a text in order to understand it N=251						
Total agreement	34%	30%	32%	---	---	---
More or less an agreement	15%	11%	13%			
Somewhat agree	5%	7%	6%			
Disagree	44%	50%	48%			
No opinion	2%	1%	2%			
Silent reading is to be avoided, as the teacher cannot check to see if children are actually reading or not N=255						
Total agreement	37%	23%	28%	---	---	---
More or less an agreement	12%	14%	13%			
Somewhat agree	11%	11%	11%			
Disagree	39%	50%	46%			
No opinion	1%	3%	2%			
Children must be able to recite a text before they can read it N=254						
Total agreement	18%	14%	16%	---	---	---
More or less an agreement	7%	8%	7%			
Somewhat agree	8%	3%	5%			
Disagree	66%	70%	69%			

Item:	Classical	Curriculum	Overall	Chi square	Df	p
No opinion	2%	5%	4%			
Beliefs about the writing process						
It is important to correct all of the mistakes in children's sentences N=256						
Total agreement	93%	92%	92%	---	---	---
More or less an agreement	4%	5%	5%			
Somewhat agree	2%	1%	2%			
Disagree	1%	2%	2%			
No opinion						
A teacher should correct everything a student writes N=254						
Total agreement	87%	85%	86%	---	---	---
More or less an agreement	7%	6%	6%			
Somewhat agree	4%	6%	6%			
Disagree	1%	3%	2%			
No opinion						
If a child makes a spelling mistake the first time he writes a word that he has not studied in school, it is not a major thing N=256						
Total agreement	71%	70%	70%	---	---	---
More or less an agreement	11%	17%	15%			
Somewhat agree	7%	6%	6%			
Disagree	7%	6%	7%			
No opinion	3%	1%	2%			
Children in grades ¾ are not able to produce an original text N=51						
Total agreement	55%	.0%	53%	---	---	---
More or less an agreement	20%	50%	22%			
Somewhat agree	10%	50%	12%			
Disagree	8%	.0%	8%			
No opinion	6%	.0%	6%			
It is important to allow time each day for children to write on topics of their own choosing N= 254						
Total agreement	53%	53%	53%	---	---	---
More or less an agreement	13%	20%	17%			
Somewhat agree	18%	15%	16%			
Disagree	14%	8%	10%			
No opinion	2%	4%	4%			
Young children (ie, in grades 1 to 4) are not yet able to produce an original written texts (ie, with sentences they have made up themselves, not copied from the board) N=203						
Total agreement	50%	37%	39%	---	---	---
More or less an agreement	11%	23%	21%			
Somewhat agree	14%	18%	17%			

Item:	Classical	Curriculum	Overall	Chi square	Df	p
Disagree	18%	18%	18%			
No opinion	7%	4%	4%			
A child who writes well is a child who does not make any spelling and/or grammar mistakes N=253						
Total agreement	23%	20%	21%	---	---	---
More or less an agreement	13%	14%	13%			
Somewhat agree	10%	10%	10%			
Disagree	54%	56%	55%			
No opinion	.0%	1%	.0%			
It is better to teach reading and writing separately, as two different subjects, so as not to confuse children N= 255						
Total agreement	57%	58%	58%	---	---	---
More or less an agreement	12%	10%	11%			
Somewhat agree	6%	4%	5%			
Disagree	25%	26%	26%			
No opinion	.0%	1%	1%			
Language of instruction						
Children learn how to read more easily in their mother tongue than in French N= 159						
Total agreement		62%	62%	---	---	---
More or less an agreement		14%	14%			
Somewhat agree		8%	8%			
Disagree		14%	14%			
No opinion		3%	3%			
Children learn to write more easily in their mother tongue than in French N= 157						
Total agreement		48%	48%	---	---	---
More or less an agreement		19%	19%			
Somewhat agree		6%	6%			
Disagree		24%	24%			
No opinion		3%	3%			
Professional resources						
My students find the textbooks produced in local language interesting N=97						
Total agreement	46%	50%	46%	---	---	---
More or less an agreement	25%	50%	26%			
Somewhat agree	19%	.0%	19%			
Disagree	1%	.0%	8%			
No opinion						
The reading textbooks are well adapted to the Malian context N=96						
Total agreement	44%	25%	43%	22,482	4	,000
More or less an agreement	26%	25%	26%			
Somewhat agree	19%	.0%	18%			

Item:	Classical	Curriculum	Overall	Chi square	Df	p
Disagree	10%	.0%	9%			
No opinion	2%	50%	4%			
I have enough reading textbooks for the students in my class N= 171						
Total agreement	36%	16%	27%	10,772	4	,029
More or less an agreement	16%	18%	17%			
Somewhat agree	19%	20%	19%			
Disagree	27%	42%	33%			
No opinion	2%	5%	4%			
The textbooks produced in local language are well adapted to the needs of my students N=93						
Total agreement	16%	50%	17%	---	---	---
More or less an agreement	6%	.0%	5%			
Somewhat agree	8%	25%	9%			
Disagree	24%	25%	24%			
No opinion	47%	.0%	45%			
The textbooks produced in French are well adapted to the needs of my students N=97						
Total agreement	40%	50%	40%	---	---	---
More or less an agreement	27%	25%	27%			
Somewhat agree	18%	.0%	18%			
Disagree	14%	25%	14%			
No opinion	1%	.0%	1%			
Professional development						
I often have opportunities to exchange with teaching colleagues on how to teach reading N=255						
Total agreement	76%	74%	75%	---	---	---
More or less an agreement	14%	14%	14%			
Somewhat agree	4%	9%	8%			
Disagree	4%	2%	3%			
No opinion	1%	2%	2%			
I often have opportunities to exchange with teaching colleagues on how to teach writing N= 255						
Total agreement	72%	72%	72%	---	---	---
More or less an agreement	16%	15%	15%			
Somewhat agree	4%	9%	7%			
Disagree	7%	3%	4%			
No opinion	1%	2%	2%			
The Conseiller Pédagogique's classroom observation visits help me to improve my teaching of reading N=256						
Total agreement	79%	64%	70%	---	---	---
More or less an agreement	11%	14%	13%			
Somewhat agree	3%	9%	7%			
Disagree	4%	4%	4%			

Item:	Classical	Curriculum	Overall	Chi square	Df	p
No opinion	3%	9%	7%			
The principal's classroom observation visits help me to improve my teaching of reading/writing N=254						
Total agreement	78%	61%	67%	---	---	---
More or less an agreement	7%	16%	13%			
Somewhat agree	10%	11%	11%			
Disagree	2%	4%	4%			
No opinion	3%	8%	6%			
I am satisfied with the training that I received on how to teach writing N=254						
Total agreement	23%	26%	25%	12,732	4	,013
More or less an agreement	28%	16%	20%			
Somewhat agree	17%	26%	22%			
Disagree	31%	25%	27%			
No opinion	1%	8%	5%			
I am satisfied with the training that I received on how to teach reading N=253						
Total agreement	18%	25%	23%	15,404	4	,004
More or less an agreement	30%	17%	22%			
Somewhat agree	19%	22%	21%			
Disagree	32%	27%	29%			
No opinion	.0%	9%	6%			
Home school connections						
Children should be allowed to take their reading textbook home at night N=178						
Total agreement	78%	81%	79%	---	---	---
More or less an agreement	9%	4%	6%			
Somewhat agree	5%	6%	6%			
Disagree	7%	6%	7%			
No opinion	1%	4%	2%			

SECTION F : CHILDREN'S ABILITIES : TYPE OF SCHOOL

Item:	Classical	Curriculum	Overall	Chi square	Df	p
Language mechanisms (Reading)						
Recognize the sound produced by each letter or alphabet N=124						
Before grade 1	11%	4%	7%	9,388	4	,052
Level 1 (grade 1, 2)	36%	57%	49%			
Level 2 (grade 3, 4)	38%	28%	32%			
Level 3 (grade 5, 6)	16%	8%	11%			
Not an important skill	.0%	4%	2%			
Recite the letters of the alphabet N=123						
Before grade 1	14%	4%	7%	---	---	---
Level 1 (grade 1, 2)	50%	66%	60%			
Level 2 (grade 3, 4)	34%	28%	30%			
Level 3 (grade 5, 6)	2%	3%	2%			
Not an important skill						
Recognize all the letters (small and capital form) N=121						
Before grade 1	7%	1%	3%	---	---	---
Level 1 (grade 1, 2)	29%	34%	32%			
Level 2 (grade 3, 4)	49%	43%	46%			
Level 3 (grade 5, 6)	13%	17%	16%			
Not an important skill	2%	4%	3%			
Lexical awareness						
Infer the sense of a new word by examining how it is used in the sentence N=252						
Before grade 1	1%	2%	2%	---	---	---
Level 1 (grade 1, 2)	3%	12%	9%			
Level 2 (grade 3, 4)	37%	40%	39%			
Level 3 (grade 5, 6)	54%	39%	44%			
Not an important skill	5%	7%	6%			
Fluency						
Read out loud with few errors a simple text that they have never read before N= 256						
Before grade 1	7%	1%	3%	16,649	4	,002
Level 1 (grade 1, 2)	15%	20%	18%			
Level 2 (grade 3, 4)	54%	46%	49%			
Level 3 (grade 5, 6)	23%	27%	25%			
Not an important skill	.0%	6%	4%			
Comprehension						
Understand texts they are reading N=250						
Before grade 1	4%	3%	4%	13,730	4	,008
Level 1 (grade 1, 2)	12%	23%	19%			

Item:	Classical	Curriculum	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	38%	47%	44%			
Level 3 (grade 5, 6)	46%	25%	33%			
Not an important skill	.0%	1%	1%			
Understand simple stories told by the teacher N=121						
Before grade 1	7%	1%	3%	---	---	---
Level 1 (grade 1, 2)	30%	46%	40%			
Level 2 (grade 3, 4)	39%	38%	38%			
Level 3 (grade 5, 6)	25%	16%	19%			
Not an important skill						
Express their opinions about a text or story the teacher has read or told them N=252						
Before grade 1	3%	.0%	1%	11,882	4	,018
Level 1 (grade 1, 2)	8%	19%	15%			
Level 2 (grade 3, 4)	45%	41%	43%			
Level 3 (grade 5, 6)	40%	33%	36%			
Not an important skill	4%	7%	6%			
Express their opinion about a text they have read N=97						
Before grade 1	2%	.0%	2%	---	---	---
Level 1 (grade 1, 2)	10%	.0%	9%			
Level 2 (grade 3, 4)	40%	75%	41%			
Level 3 (grade 5, 6)	46%	25%	45%			
Not an important skill	2%	.0%	2%			
Reading for pleasure						
Read texts that they have chosen themselves N=248						
Before grade 1	4%	1%	2%	---	---	---
Level 1 (grade 1, 2)	6%	6%	6%			
Level 2 (grade 3, 4)	47%	53%	51%			
Level 3 (grade 5, 6)	33%	31%	32%			
Not an important skill	10%	9%	9%			
Original production						
Write their name N=124						
Before grade 1	4%	4%	4%	---	---	---
Level 1 (grade 1, 2)	47%	64%	57%			
Level 2 (grade 3, 4)	47%	27%	34%			
Level 3 (grade 5, 6)	2%	5%	4%			
Not an important skill	.0%	1%	1%			
Write simple sentences N=122						
Before grade 1	4%	.0%	2%	---	---	---
Level 1 (grade 1, 2)	22%	25%	24%			

Item:	Classical	Curriculum	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	58%	60%	59%			
Level 3 (grade 5, 6)	16%	10%	12%			
Not an important skill	.0%	5%	3%			
Write an original text (without copying a model) N=250						
Before grade 1	1%	1%	1%	---	---	---
Level 1 (grade 1, 2)	7%	7%	7%			
Level 2 (grade 3, 4)	25%	30%	28%			
Level 3 (grade 5, 6)	53%	48%	50%			
Not an important skill	15%	15%	15%			
Write an alternative ending for a text they have read or heard, or one the teacher has read them N=80 (Curriculum schools only)						
Before grade 1				---	---	---
Level 1 (grade 1, 2)		4%	4%			
Level 2 (grade 3, 4)		30%	30%			
Level 3 (grade 5, 6)		55%	55%			
Not an important skill		11%	11%			
Write an original text to accompany some illustrations N=96						
Before grade 1	4%	.0%	4%	---	---	---
Level 1 (grade 1, 2)	24%	25%	24%			
Level 2 (grade 3, 4)	61%	75%	62%			
Level 3 (grade 5, 6)	11%	.0%	10%			
Not an important skill						
Style						
Write complex sentences N=129						
Before grade 1				8,600	3	,035
Level 1 (grade 1, 2)	2%	6%	5%			
Level 2 (grade 3, 4)	23%	42%	35%			
Level 3 (grade 5, 6)	71%	44%	54%			
Not an important skill	4%	7%	6%			
Write an original text containing both simple and complex sentences N=132						
Before grade 1				27,010	3	,000
Level 1 (grade 1, 2)	.0%	5%	3%			
Level 2 (grade 3, 4)	14%	52%	38%			
Level 3 (grade 5, 6)	84%	37%	55%			
Not an important skill	2%	6%	5%			
Coherence and clarity						
Start an original production with an introductory sentence N=130						
Before grade 1				12,432	3	,006
Level 1 (grade 1, 2)	.0%	7%	5%			

Item:	Classical	Curriculum	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	16%	30%	25%			
Level 3 (grade 5, 6)	76%	46%	57%			
Not an important skill	8%	17%	14%			
Organize their ideas before beginning to write an original text N=250						
Before grade 1	1%	.0%	.0%	9,468	4	,050
Level 1 (grade 1, 2)	1%	3%	2%			
Level 2 (grade 3, 4)	22%	30%	27%			
Level 3 (grade 5, 6)	70%	53%	59%			
Not an important skill	7%	13%	11%			
Organize their text to have a beginning, middle and end N=130						
Before grade 1				17,942	3	,000
Level 1 (grade 1, 2)	.0%	10%	6%			
Level 2 (grade 3, 4)	25%	47%	39%			
Level 3 (grade 5, 6)	74%	37%	51%			
Not an important skill	2%	6%	5%			
Convention of written text						
Put the title of their text in the right place N=131						
Before grade 1	2%	5%	4%	---	---	---
Level 1 (grade 1, 2)	10%	12%	12%			
Level 2 (grade 3, 4)	61%	50%	54%			
Level 3 (grade 5, 6)	27%	27%	27%			
Not an important skill	.0%	6%	4%			
Go over classmate's text to help him/her correct spelling and/or grammatical mistakes N=255						
Before grade 1	2%	.0%	1%	11,063	4	,026
Level 1 (grade 1, 2)	3%	6%	5%			
Level 2 (grade 3, 4)	42%	35%	38%			
Level 3 (grade 5, 6)	51%	48%	49%			
Not an important skill	2%	11%	8%			
Use, in their spontaneous productions, capital letters for proper nouns, names, titles, abbreviation, etc N=130						
Before grade 1	2%	1%	2%	13,825	4	,008
Level 1 (grade 1, 2)	.0%	9%	5%			
Level 2 (grade 3, 4)	27%	47%	39%			
Level 3 (grade 5, 6)	63%	33%	45%			
Not an important skill	8%	10%	9%			
Correctly spell high frequency words N=131						
Before grade 1	4%	.0%	2%	---	---	---
Level 1 (grade 1, 2)	17%	8%	12%			
Level 2 (grade 3, 4)	48%	57%	53%			

Item:	Classical	Curriculum	Overall	Chi square	Df	p
Level 3 (grade 5, 6)	31%	30%	31%			
Not an important skill	.0%	5%	3%			
Correctly spell common 3 to 4 letter words N=124						
Before grade 1	2%	4%	3%	---	---	---
Level 1 (grade 1, 2)	31%	42%	38%			
Level 2 (grade 3, 4)	56%	35%	43%			
Level 3 (grade 5, 6)	9%	18%	15%			
Not an important skill	2%	1%	2%			
Correctly use questions marks and exclamation marks in their own productions N=131						
Before grade 1	6%	.0%	2%	11,469	4	,022
Level 1 (grade 1, 2)	0%	9%	5%			
Level 2 (grade 3, 4)	55%	45%	49%			
Level 3 (grade 5, 6)	37%	39%	38%			
Not an important skill	2%	7%	5%			
Use a common to separate, in his/her own original sentences, a list of nouns N=122						
Before grade 1	2%	.0%	1%	---	---	---
Level 1 (grade 1, 2)	.0%	12%	7%			
Level 2 (grade 3, 4)	32%	37%	35%			
Level 3 (grade 5, 6)	57%	46%	50%			
Not an important skill	9%	5%	7%			

SECTION F: CHILDREN'S ABILITIES : TEACHER STATUS

Item:	Community	Civil service	Overall	Chi square	Df	p
Language mechanisms (Reading)						
Recognize the sound produced by each letter or alphabet N=123						
Before grade 1	17%	2%	7%	14,311	4	,006
Level 1 (grade 1, 2)	36%	55%	50%			
Level 2 (grade 3, 4)	42%	26%	31%			
Level 3 (grade 5, 6)	6%	13%	11%			
Not an important skill	.0%	3%	2%			
Recite the letters of the alphabet N=122						
Before grade 1	20%	2%	7%	16,371	3	,001
Level 1 (grade 1, 2)	37%	69%	60%			
Level 2 (grade 3, 4)	40%	26%	30%			
Level 3 (grade 5, 6)	3%	2%	3%			
Not an important skill						
Recognize all the letters (small and capital form) N=120						
Before grade 1	9%	1%	3%	---	---	---
Level 1 (grade 1, 2)	38%	29%	32%			
Level 2 (grade 3, 4)	38%	49%	46%			
Level 3 (grade 5, 6)	12%	17%	16%			
Not an important skill	3%	4%	3%			
Lexical awareness						
Infer the sense of a new word by examining how it is used in the sentence N=248						
Before grade 1	.0%	2%	2%	---	---	---
Level 1 (grade 1, 2)	8%	9%	9%			
Level 2 (grade 3, 4)	42%	37%	39%			
Level 3 (grade 5, 6)	47%	43%	44%			
Not an important skill	3%	8%	7%			
Fluency						
Read out loud with few errors a simple text that they have never read before N=252						
Before grade 1	9%	1%	3%	13,485	4	,009
Level 1 (grade 1, 2)	19%	17%	18%			
Level 2 (grade 3, 4)	46%	51%	50%			
Level 3 (grade 5, 6)	27%	25%	25%			
Not an important skill	.0%	5%	4%			
Comprehension						
Understand texts they are reading N=246						
Before grade 1	3%	4%	4%	---	---	---
Level 1 (grade 1, 2)	15%	21%	20%			

Item:	Community	Civil service	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	47%	42%	43%			
Level 3 (grade 5, 6)	35%	32%	33%			
Not an important skill	.0%	1%	1%			
Understand simple stories told by the teacher N=120						
Before grade 1	6%	2%	3%	---	---	---
Level 1 (grade 1, 2)	27%	45%	40%			
Level 2 (grade 3, 4)	46%	35%	38%			
Level 3 (grade 5, 6)	21%	18%	19%			
Not an important skill						
Express their opinions about a text or story the teacher has read or told them N=248						
Before grade 1	2%	1%	1%	---	---	---
Level 1 (grade 1, 2)	10%	17%	15%			
Level 2 (grade 3, 4)	43%	41%	42%			
Level 3 (grade 5, 6)	43%	34%	36%			
Not an important skill	2%	8%	6%			
Express their opinion about a text they have read N=94						
Before grade 1	2%	2%	2%	---	---	---
Level 1 (grade 1, 2)	7%	12%	10%			
Level 2 (grade 3, 4)	37%	45%	42%			
Level 3 (grade 5, 6)	51%	39%	45%			
Not an important skill	2%	2%	2%			
Reading for pleasure						
Read texts that they have chosen themselves N=244						
Before grade 1	2%	3%	3%	---	---	---
Level 1 (grade 1, 2)	6%	6%	6%			
Level 2 (grade 3, 4)	50%	51%	50%			
Level 3 (grade 5, 6)	34%	32%	32%			
Not an important skill	8%	9%	9%			
Original production						
Write their name N=123						
Before grade 1	11%	1%	4%	---	---	---
Level 1 (grade 1, 2)	51%	59%	57%			
Level 2 (grade 3, 4)	34%	34%	34%			
Level 3 (grade 5, 6)	3%	5%	4%			
Not an important skill	.0%	1%	1%			
Write simple sentences N=121						
Before grade 1	3%	1%	2%	---	---	---
Level 1 (grade 1, 2)	18%	26%	24%			

Item:	Community	Civil service	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	68%	55%	59%			
Level 3 (grade 5, 6)	12%	13%	12%			
Not an important skill	.0%	5%	3%			
Write an original text (without copying a model) N=246						
Before grade 1	3%	.0%	1%	12,682	4	,013
Level 1 (grade 1, 2)	3%	8%	7%			
Level 2 (grade 3, 4)	37%	25%	28%			
Level 3 (grade 5, 6)	39%	53%	49%			
Not an important skill	19%	14%	15%			
Write an alternative ending for a text they have read or heard, or one the teacher has read them N=79						
Before grade 1				10,141	3	,017
Level 1 (grade 1, 2)	18%	2%	4%			
Level 2 (grade 3, 4)	46%	28%	30%			
Level 3 (grade 5, 6)	36%	57%	54%			
Not an important skill	.0%	13%	11%			
Write an original text to accompany some illustrations N=93						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	5%	4%	4%			
Level 2 (grade 3, 4)	26%	20%	23%			
Level 3 (grade 5, 6)	62%	63%	62%			
Not an important skill	7%	14%	11%			
Style						
Write complex sentences N=126						
Before grade 1				9,720	3	,021
Level 1 (grade 1, 2)	13%	2%	5%			
Level 2 (grade 3, 4)	26%	38%	35%			
Level 3 (grade 5, 6)	61%	52%	54%			
Not an important skill	.0%	8%	6%			
Write an original text containing both simple and complex sentences N=129						
Before grade 1				7,536	3	,057
Level 1 (grade 1, 2)	9%	1%	3%			
Level 2 (grade 3, 4)	33%	40%	38%			
Level 3 (grade 5, 6)	58%	53%	54%			
Not an important skill	.0%	6%	5%			
Coherence and clarity						
Start an original production with an introductory sentence N=127						
Before grade 1				8,078	3	,044
Level 1 (grade 1, 2)	9%	3%	5%			

Item:	Community	Civil service	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	13%	28%	24%			
Level 3 (grade 5, 6)	72%	52%	57%			
Not an important skill	6%	17%	14%			
Organize their ideas before beginning to write an original text N=246						
Before grade 1	2%	.0%	.0%	---	---	---
Level 1 (grade 1, 2)	3%	2%	2%			
Level 2 (grade 3, 4)	29%	26%	27%			
Level 3 (grade 5, 6)	59%	59%	59%			
Not an important skill	8%	12%	11%			
Organize their text to have a beginning, middle and end N=127						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	12%	4%	6%			
Level 2 (grade 3, 4)	33%	40%	39%			
Level 3 (grade 5, 6)	55%	49%	50%			
Not an important skill	.0%	6%	5%			
Convention of written text						
Put the title of their text in the right place N=128						
Before grade 1	6%	3%	4%	---	---	---
Level 1 (grade 1, 2)	6%	13%	11%			
Level 2 (grade 3, 4)	46%	57%	54%			
Level 3 (grade 5, 6)	36%	24%	27%			
Not an important skill	6%	3%	4%			
Go over classmate's text to help him/her correct spelling and/or grammatical mistakes N=251						
Before grade 1	3%	.0%	1%	13,965	4	,007
Level 1 (grade 1, 2)	9%	3%	5%			
Level 2 (grade 3, 4)	34%	38%	37%			
Level 3 (grade 5, 6)	52%	48%	49%			
Not an important skill	2%	10%	8%			
Use, in their spontaneous productions, capital letters for proper nouns, names, titles, abbreviation, etc N=127						
Before grade 1	3%	1%	2%	---	---	---
Level 1 (grade 1, 2)	6%	5%	6%			
Level 2 (grade 3, 4)	25%	44%	39%			
Level 3 (grade 5, 6)	63%	38%	44%			
Not an important skill	3%	12%	9%			
Correctly spell high frequency words N=128						
Before grade 1	3%	1%	2%	---	---	---
Level 1 (grade 1, 2)	12%	12%	12%			
Level 2 (grade 3, 4)	52%	53%	52%			

Item:	Community	Civil service	Overall	Chi square	Df	p
Level 3 (grade 5, 6)	33%	31%	31%			
Not an important skill	.0%	4%	3%			
Correctly spell common 3 to 4 letter words N=123						
Before grade 1	3%	3%	3%	12,713	4	,013
Level 1 (grade 1, 2)	26%	42%	37%			
Level 2 (grade 3, 4)	66%	34%	43%			
Level 3 (grade 5, 6)	3%	19%	15%			
Not an important skill	3%	1%	2%			
Correctly use questions marks and exclamation marks in their own productions N=128						
Before grade 1	3%	2%	2%	---	---	---
Level 1 (grade 1, 2)	6%	5%	6%			
Level 2 (grade 3, 4)	53%	46%	48%			
Level 3 (grade 5, 6)	38%	40%	39%			
Not an important skill	.0%	7%	6%			
Use a common to separate, in his/her own original sentences, a list of nouns N=121						
Before grade 1	3%	.0%	1%	---	---	---
Level 1 (grade 1, 2)	3%	9%	7%			
Level 2 (grade 3, 4)	42%	32%	35%			
Level 3 (grade 5, 6)	46%	52%	50%			
Not an important skill	6%	7%	7%			

SECTION F : CHILDREN'S ABILITIES : GENDER

Item:	Male	Female	Overall	Chi square	Df	p
Language mechanisms (Reading)						
Recognize the sound produced by each letter or alphabet N=124						
Before grade 1	.0%	13%	7%	12,321	4	,015
Level 1 (grade 1, 2)	51%	48%	49%			
Level 2 (grade 3, 4)	36%	27%	32%			
Level 3 (grade 5, 6)	8%	13%	11%			
Not an important skill	5%	.0%	2%			
Recite the letters of the alphabet N=123						
Before grade 1	.0%	15%	7%	13,966	3	,003
Level 1 (grade 1, 2)	71%	50%	60%			
Level 2 (grade 3, 4)	30%	31%	30%			
Level 3 (grade 5, 6)	.0%	5%	2%			
Not an important skill						
Recognize all the letters (small and capital form) N=121						
Before grade 1	.0%	7%	3%	---	---	---
Level 1 (grade 1, 2)	41%	23%	32%			
Level 2 (grade 3, 4)	39%	52%	46%			
Level 3 (grade 5, 6)	16%	15%	16%			
Not an important skill	3%	3%	3%			
Lexical awareness						
Infer the sense of a new word by examining how it is used in the sentence N=252						
Before grade 1	3%	.0%	2%	---	---	---
Level 1 (grade 1, 2)	8%	10%	9%			
Level 2 (grade 3, 4)	41%	37%	39%			
Level 3 (grade 5, 6)	43%	46%	44%			
Not an important skill	5%	7%	6%			
Fluency						
Read out loud with few errors a simple text that they have never read before N=251						
Before grade 1	2%	4%	3%	---	---	---
Level 1 (grade 1, 2)	15%	22%	18%			
Level 2 (grade 3, 4)	55%	43%	49%			
Level 3 (grade 5, 6)	27%	24%	25%			
Not an important skill	2%	6%	4%			
Comprehension						
Understand texts they are reading N=250						
Before grade 1	2%	5%	4%	---	---	---
Level 1 (grade 1, 2)	23%	16%	19%			

Item:	Male	Female	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	43%	45%	44%			
Level 3 (grade 5, 6)	33%	33%	33%			
Not an important skill	.0%	2%	1%			
Understand simple stories told by the teacher N=121						
Before grade 1	.0%	7%	3%	---	---	---
Level 1 (grade 1, 2)	43%	37%	40%			
Level 2 (grade 3, 4)	41%	35%	38%			
Level 3 (grade 5, 6)	16%	22%	19%			
Not an important skill						
Express their opinions about a text or story the teacher has read or told them N=252						
Before grade 1	2%	1%	1%	---	---	---
Level 1 (grade 1, 2)	16%	13%	15%			
Level 2 (grade 3, 4)	45%	39%	46%			
Level 3 (grade 5, 6)	32%	39%	36%			
Not an important skill	5%	7%	6%			
Express their opinion about a text they have read N=97						
Before grade 1	.0%	4%	2%	---	---	---
Level 1 (grade 1, 2)	10%	9%	9%			
Level 2 (grade 3, 4)	40%	42%	41%			
Level 3 (grade 5, 6)	50%	40%	45%			
Not an important skill	.0%	4%	2%			
Reading for pleasure						
Read texts that they have chosen themselves N=248						
Before grade 1	2%	3%	2%	---	---	---
Level 1 (grade 1, 2)	5%	7%	6%			
Level 2 (grade 3, 4)	56%	45%	51%			
Level 3 (grade 5, 6)	31%	33%	32%			
Not an important skill	7%	12%	9%			
Original production						
Write their name N=124						
Before grade 1	3%	5%	4%	---	---	---
Level 1 (grade 1, 2)	61%	54%	57%			
Level 2 (grade 3, 4)	33%	35%	34%			
Level 3 (grade 5, 6)	3%	5%	4%			
Not an important skill	.0%	2%	1%			
Write simple sentences N=122						
Before grade 1	.0%	3%	2%	10,069	4	,039
Level 1 (grade 1, 2)	22%	26%	24%			

Item:	Male	Female	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	68%	50%	59%			
Level 3 (grade 5, 6)	5%	19%	12%			
Not an important skill	5%	2%	3%			
Write an original text (without copying a model) N=250						
Before grade 1	1%	1%	1%	---	---	---
Level 1 (grade 1, 2)	5%	8%	7%			
Level 2 (grade 3, 4)	32%	24%	28%			
Level 3 (grade 5, 6)	47%	52%	50%			
Not an important skill	15%	15%	15%			
Write an alternative ending for a text they have read or heard, or one the teacher has read them N=80						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	3%	5%	4%			
Level 2 (grade 3, 4)	26%	33%	30%			
Level 3 (grade 5, 6)	61%	50%	55%			
Not an important skill	11%	12%	11%			
Write an original text to accompany some illustrations N=96						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	6%	2%	4%			
Level 2 (grade 3, 4)	26%	22%	24%			
Level 3 (grade 5, 6)	61%	62%	62%			
Not an important skill	8%	13%	10%			
Style						
Write complex sentences N=129						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	7%	2%	5%			
Level 2 (grade 3, 4)	39%	31%	35%			
Level 3 (grade 5, 6)	50%	59%	54%			
Not an important skill	4%	9%	6%			
Write an original text containing both simple and complex sentences N=132						
Before grade 1				7,764	3	,051
Level 1 (grade 1, 2)	4%	2%	3%			
Level 2 (grade 3, 4)	40%	36%	38%			
Level 3 (grade 5, 6)	56%	53%	55%			
Not an important skill	0%	10%	5%			
Coherence and clarity						
Start an original production with an introductory sentence N=130						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	4%	5%	5%			

Item:	Male	Female	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	26%	23%	25%			
Level 3 (grade 5, 6)	59%	55%	57%			
Not an important skill	11%	17%	14%			
Organize their ideas before beginning to write an original text N=250						
Before grade 1	1%	.0%	.0%	---	---	---
Level 1 (grade 1, 2)	4%	1%	2%			
Level 2 (grade 3, 4)	28%	27%	27%			
Level 3 (grade 5, 6)	59%	59%	59%			
Not an important skill	9%	13%	11%			
Organize their text to have a beginning, middle and end N=130						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	9%	3%	6%			
Level 2 (grade 3, 4)	40%	37%	39%			
Level 3 (grade 5, 6)	47%	55%	51%			
Not an important skill	4%	5%	5%			
Convention of written text						
Put the title of their text in the right place N=131						
Before grade 1	3%	5%	4%	---	---	---
Level 1 (grade 1, 2)	13%	10%	12%			
Level 2 (grade 3, 4)	57%	52%	54%			
Level 3 (grade 5, 6)	26%	27%	27%			
Not an important skill	1%	7%	4%			
Go over classmate's text to help him/her correct spelling and/or grammatical mistakes N=255						
Before grade 1	.0%	2%	1%	---	---	---
Level 1 (grade 1, 2)	7%	2%	5%			
Level 2 (grade 3, 4)	39%	36%	38%			
Level 3 (grade 5, 6)	48%	50%	49%			
Not an important skill	6%	10%	8%			
Use, in their spontaneous productions, capital letters for proper nouns, names, titles, abbreviation, etc N= 130						
Before grade 1	1%	2%	2%	---	---	---
Level 1 (grade 1, 2)	7%	3%	5%			
Level 2 (grade 3, 4)	41%	37%	39%			
Level 3 (grade 5, 6)	44%	45%	45%			
Not an important skill	6%	13%	9%			
Correctly spell high frequency words N=131						
Before grade 1	1%	2%	2%	11,387	4	,023
Level 1 (grade 1, 2)	13%	10%	12%			
Level 2 (grade 3, 4)	64%	42%	53%			

Item:	Male	Female	Overall	Chi square	Df	p
Level 3 (grade 5, 6)	22%	40%	31%			
Not an important skill	.0%	7%	3%			
Correctly spell common 3 to 4 letter words N=124						
Before grade 1	3%	3%	3%	---	---	---
Level 1 (grade 1, 2)	36%	40%	38%			
Level 2 (grade 3, 4)	43%	43%	43%			
Level 3 (grade 5, 6)	16%	13%	15%			
Not an important skill	2%	2%	2%			
Correctly use questions marks and exclamation marks in their own productions N=131						
Before grade 1	1%	3%	2%	---	---	---
Level 1 (grade 1, 2)	7%	3%	5%			
Level 2 (grade 3, 4)	51%	47%	49%			
Level 3 (grade 5, 6)	38%	39%	38%			
Not an important skill	3%	8%	5%			
Use a common to separate, in his/her own original sentences, a list of nouns N=122						
Before grade 1	.0%	2%	1%	---	---	---
Level 1 (grade 1, 2)	8%	7%	7%			
Level 2 (grade 3, 4)	31%	39%	35%			
Level 3 (grade 5, 6)	54%	46%	50%			
Not an important skill	7%	7%	7%			

Section F : Children’s abilities : Level

Item:	L 1	L 2	Overall	Chi square	Df	p
Language mechanisms (Reading)						
Recognize the sound produced by each letter or alphabet N=124						
Before grade 1	7%	.0%	7%	---	---	---
Level 1 (grade 1, 2)	51%	.0%	49%			
Level 2 (grade 3, 4)	30%	75%	32%			
Level 3 (grade 5, 6)	10%	25%	11%			
Not an important skill	3%	.0%	2%			
Recite the letters of the alphabet N=123						
Before grade 1	8%	.0%	7%	---	---	---
Level 1 (grade 1, 2)	61%	25%	60%			
Level 2 (grade 3, 4)	29%	75%	30%			
Level 3 (grade 5, 6)	3%	.0%	2%			
Not an important skill						
Recognize all the letters (small and capital form) N=121						
Before grade 1	3%	.0%	3%	---	---	---
Level 1 (grade 1, 2)	33%	.0%	32%			
Level 2 (grade 3, 4)	44%	75%	46%			
Level 3 (grade 5, 6)	15%	25%	16%			
Not an important skill	3%	.0%	3%			
Lexical awareness						
Infer the sense of a new word by examining how it is used in the sentence N=251						
Before grade 1	2%	2%	2%	13,432	4	,009
Level 1 (grade 1, 2)	12%	6%	9%			
Level 2 (grade 3, 4)	31%	48%	39%			
Level 3 (grade 5, 6)	46%	43%	44%			
Not an important skill	10%	2%	6%			
Fluency						
Read out loud with few errors a simple text that they have never read before N=255						
Before grade 1	3%	3%	3%	---	---	---
Level 1 (grade 1, 2)	21%	16%	18%			
Level 2 (grade 3, 4)	44%	55%	49%			
Level 3 (grade 5, 6)	27%	24%	25%			
Not an important skill	6%	2%	4%			
Comprehension						
Understand texts they are reading N=249						
Before grade 1	3%	5%	4%	11,000	4	,027
Level 1 (grade 1, 2)	26%	13%	19%			

Item:	L 1	L 2	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	38%	50%	44%			
Level 3 (grade 5, 6)	32%	33%	33%			
Not an important skill	2%	.0%	1%			
Understand simple stories told by the teacher N=121						
Before grade 1	3%	.0%	3%	---	---	---
Level 1 (grade 1, 2)	41%	.0%	40%			
Level 2 (grade 3, 4)	38%	50%	38%			
Level 3 (grade 5, 6)	18%	50%	19%			
Not an important skill						
Express their opinions about a text or story the teacher has read or told them N=251						
Before grade 1	1%	2%	1%	---	---	---
Level 1 (grade 1, 2)	17%	13%	15%			
Level 2 (grade 3, 4)	34%	51%	42%			
Level 3 (grade 5, 6)	41%	31%	36%			
Not an important skill	8%	4%	6%			
Express their opinion about a text they have read N=97						
Before grade 1	2%	2%	2%	---	---	---
Level 1 (grade 1, 2)	15%	4%	9%			
Level 2 (grade 3, 4)	44%	39%	41%			
Level 3 (grade 5, 6)	38%	53%	45%			
Not an important skill	2%	2%	2%			
Reading for pleasure						
Read texts that they have chosen themselves N=247						
Before grade 1	2%	3%	2%	---	---	---
Level 1 (grade 1, 2)	6%	6%	6%			
Level 2 (grade 3, 4)	44%	57%	51%			
Level 3 (grade 5, 6)	39%	25%	32%			
Not an important skill	9%	10%	9%			
Original production						
Write their name N=124						
Before grade 1	4%	.0%	4%	---	---	---
Level 1 (grade 1, 2)	58%	25%	57%			
Level 2 (grade 3, 4)	33%	75%	34%			
Level 3 (grade 5, 6)	4%	.0%	4%			
Not an important skill	1%	.0%	1%			
Write simple sentences N=122						
Before grade 1	2%	.0%	2%	---	---	---
Level 1 (grade 1, 2)	25%	.0%	24%			

Item:	L 1	L 2	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	58%	100%	59%			
Level 3 (grade 5, 6)	13%	.0%	12%			
Not an important skill	3%	.0%	3%			
Write an original text (without copying a model) N=249						
Before grade 1	1%	1%	1%	---	---	---
Level 1 (grade 1, 2)	8%	6%	7%			
Level 2 (grade 3, 4)	29%	27%	28%			
Level 3 (grade 5, 6)	50%	49%	49%			
Not an important skill	13%	17%	15%			
Write an alternative ending for a text they have read or heard, or one the teacher has read them N=79						
Before grade 1				10,738	3	,013
Level 1 (grade 1, 2)	0%	4%	4%			
Level 2 (grade 3, 4)	0%	33%	30%			
Level 3 (grade 5, 6)	50%	55%	54%			
Not an important skill	50%	8%	11%			
Write an original text to accompany some illustrations N=96						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	8%	.0%	4%			
Level 2 (grade 3, 4)	23%	25%	24%			
Level 3 (grade 5, 6)	58%	65%	62%			
Not an important skill	10%	10%	10%			
Style						
Write complex sentences N=128						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	13%	4%	5%			
Level 2 (grade 3, 4)	13%	36%	34%			
Level 3 (grade 5, 6)	50%	55%	55%			
Not an important skill	25%	5%	6%			
Write an original text containing both simple and complex sentences N=131						
Before grade 1				8,432	3	,038
Level 1 (grade 1, 2)	.0%	3%	3%			
Level 2 (grade 3, 4)	25%	39%	38%			
Level 3 (grade 5, 6)	50%	55%	54%			
Not an important skill	25%	3%	5%			
Coherence and clarity						
Start an original production with an introductory sentence N=129						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	0%	5%	5%			

Item:	L 1	L 2	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	13%	26%	25%			
Level 3 (grade 5, 6)	50%	57%	57%			
Not an important skill	38%	12%	14%			
Organize their ideas before beginning to write an original text N=249						
Before grade 1	0%	1%	0%	9,301	4	,054
Level 1 (grade 1, 2)	1%	3%	2%			
Level 2 (grade 3, 4)	21%	34%	27%			
Level 3 (grade 5, 6)	67%	52%	59%			
Not an important skill	11%	11%	11%			
Organize their text to have a beginning, middle and end N=129						
Before grade 1				9,587	3	,022
Level 1 (grade 1, 2)	0%	7%	6%			
Level 2 (grade 3, 4)	50%	37%	38%			
Level 3 (grade 5, 6)	25%	53%	51%			
Not an important skill	25%	3%	5%			
Convention of written text						
Put the title of their text in the right place N=130						
Before grade 1	.0%	4%	4%	14,452	4	,006
Level 1 (grade 1, 2)	.0%	12%	12%			
Level 2 (grade 3, 4)	25%	57%	55%			
Level 3 (grade 5, 6)	50%	25%	26%			
Not an important skill	25%	3%	4%			
Go over classmate's text to help him/her correct spelling and/or grammatical mistakes N=254						
Before grade 1	1%	1%	1%	---	---	---
Level 1 (grade 1, 2)	5%	5%	5%			
Level 2 (grade 3, 4)	29%	46%	37%			
Level 3 (grade 5, 6)	55%	43%	49%			
Not an important skill	10%	6%	8%			
Use, in their spontaneous productions, capital letters for proper nouns, names, titles, abbreviation, etc N=129						
Before grade 1	.0%	2%	2%	---	---	---
Level 1 (grade 1, 2)	.0%	6%	5%			
Level 2 (grade 3, 4)	25%	40%	39%			
Level 3 (grade 5, 6)	50%	45%	45%			
Not an important skill	25%	8%	9%			
Correctly spell high frequency words N=130						
Before grade 1	.0%	2%	2%	17,424	4	,002
Level 1 (grade 1, 2)	25%	11%	12%			
Level 2 (grade 3, 4)	50%	53%	53%			

Item:	L 1	L 2	Overall	Chi square	Df	p
Level 3 (grade 5, 6)	0%	33%	31%			
Not an important skill	25%	2%	3%			
Correctly spell common 3 to 4 letter words N=124						
Before grade 1	3%	.0%	3%	---	---	---
Level 1 (grade 1, 2)	39%	.0%	38%			
Level 2 (grade 3, 4)	41%	100%	43%			
Level 3 (grade 5, 6)	15%	.0%	15%			
Not an important skill	2%	.0%	2%			
Correctly use questions marks and exclamation marks in their own productions N=130						
Before grade 1	.0%	3%	2%	---	---	---
Level 1 (grade 1, 2)	.0%	6%	5%			
Level 2 (grade 3, 4)	63%	48%	49%			
Level 3 (grade 5, 6)	13%	40%	39%			
Not an important skill	25%	4%	5%			
Use a common to separate, in his/her own original sentences, a list of nouns N=122						
Before grade 1	1%	.0%	1%	---	---	---
Level 1 (grade 1, 2)	8%	.0%	7%			
Level 2 (grade 3, 4)	34%	75%	35%			
Level 3 (grade 5, 6)	51%	25%	50%			
Not an important skill	7%	.0%	7%			

Section F : Children’s abilities : Zone

Item:	Rural	Urban	Overall	Chi square	Df	p
Language mechanisms (Reading)						
Recognize the sound produced by each letter or alphabet N=123						
Before grade 1	5%	8%	7%	---	---	---
Level 1 (grade 1, 2)	46%	52%	50%			
Level 2 (grade 3, 4)	36%	27%	31%			
Level 3 (grade 5, 6)	11%	10%	11%			
Not an important skill	2%	3%	2%			
Recite the letters of the alphabet N=122						
Before grade 1	9%	6%	7%	---	---	---
Level 1 (grade 1, 2)	61%	60%	61%			
Level 2 (grade 3, 4)	28%	31%	30%			
Level 3 (grade 5, 6)	2%	3%	3%			
Not an important skill						
Recognize all the letters (small and capital form) N=120						
Before grade 1	7%	.0%	3%	14,066	4	,007
Level 1 (grade 1, 2)	43%	23%	33%			
Level 2 (grade 3, 4)	30%	58%	45%			
Level 3 (grade 5, 6)	18%	14%	16%			
Not an important skill	2%	5%	3%			
Lexical awareness						
Infer the sense of a new word by examining how it is used in the sentence N=250						
Before grade 1	1%	2%	2%	---	---	---
Level 1 (grade 1, 2)	8%	10%	9%			
Level 2 (grade 3, 4)	44%	34%	39%			
Level 3 (grade 5, 6)	43%	46%	44%			
Not an important skill	4%	8%	6%			
Fluency						
Read out loud with few errors a simple text that they have never read before N=254						
Before grade 1	4%	2%	3%	---	---	---
Level 1 (grade 1, 2)	19%	18%	19%			
Level 2 (grade 3, 4)	51%	48%	49%			
Level 3 (grade 5, 6)	24%	26%	25%			
Not an important skill	1%	7%	4%			
Comprehension						
Understand texts they are reading N=248						
Before grade 1	4%	4%	4%	---	---	---
Level 1 (grade 1, 2)	22%	17%	19%			

Item:	Rural	Urban	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	45%	43%	44%			
Level 3 (grade 5, 6)	30%	35%	33%			
Not an important skill	.0%	2%	1%			
Understand simple stories told by the teacher N=120						
Before grade 1	6%	2%	3%	---	---	---
Level 1 (grade 1, 2)	47%	34%	40%			
Level 2 (grade 3, 4)	35%	40%	38%			
Level 3 (grade 5, 6)	13%	25%	19%			
Not an important skill						
Express their opinions about a text or story the teacher has read or told them N=250						
Before grade 1	3%	.0%	1%	---	---	---
Level 1 (grade 1, 2)	15%	15%	15%			
Level 2 (grade 3, 4)	42%	43%	42%			
Level 3 (grade 5, 6)	37%	35%	36%			
Not an important skill	4%	7%	6%			
Express their opinion about a text they have read N=97						
Before grade 1	.0%	5%	2%	---	---	---
Level 1 (grade 1, 2)	11%	7%	9%			
Level 2 (grade 3, 4)	36%	49%	41%			
Level 3 (grade 5, 6)	52%	37%	45%			
Not an important skill	2%	2%	2%			
Reading for pleasure						
Read texts that they have chosen themselves N=246						
Before grade 1	3%	2%	2%	9,200	4	,056
Level 1 (grade 1, 2)	7%	5%	6%			
Level 2 (grade 3, 4)	55%	46%	50%			
Level 3 (grade 5, 6)	31%	33%	32%			
Not an important skill	4%	14%	9%			
Original production						
Write their name N=123						
Before grade 1	7%	2%	4%	---	---	---
Level 1 (grade 1, 2)	60%	56%	58%			
Level 2 (grade 3, 4)	32%	35%	33%			
Level 3 (grade 5, 6)	2%	6%	4%			
Not an important skill	.0%	2%	1%			
Write simple sentences N=121						
Before grade 1	2%	2%	2%	---	---	---
Level 1 (grade 1, 2)	29%	20%	24%			

Item:	Rural	Urban	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	59%	59%	59%			
Level 3 (grade 5, 6)	11%	14%	12%			
Not an important skill	.0%	6%	3%			
Write an original text (without copying a model) N=248						
Before grade 1	1%	1%	1%	---	---	---
Level 1 (grade 1, 2)	8%	6%	7%			
Level 2 (grade 3, 4)	33%	23%	28%			
Level 3 (grade 5, 6)	47%	52%	50%			
Not an important skill	11%	18%	15%			
Write an alternative ending for a text they have read or heard, or one the teacher has read them N=79						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	7%	2%	4%			
Level 2 (grade 3, 4)	20%	37%	30%			
Level 3 (grade 5, 6)	70%	47%	56%			
Not an important skill	3%	14%	10%			
Write an original text to accompany some illustrations N=96						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	7%	.0%	4%			
Level 2 (grade 3, 4)	26%	22%	24%			
Level 3 (grade 5, 6)	56%	68%	62%			
Not an important skill	11%	10%	10%			
Style						
Write complex sentences N=128						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	9%	1%	5%			
Level 2 (grade 3, 4)	38%	33%	35%			
Level 3 (grade 5, 6)	48%	59%	54%			
Not an important skill	5%	7%	6%			
Write an original text containing both simple and complex sentences N=131						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	3%	3%	3%			
Level 2 (grade 3, 4)	43%	33%	37%			
Level 3 (grade 5, 6)	53%	56%	55%			
Not an important skill	.0%	8%	5%			
Coherence and clarity						
Start an original production with an introductory sentence N=129						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	5%	4%	5%			

Item:	Rural	Urban	Overall	Chi square	Df	p
Level 2 (grade 3, 4)	33%	18%	25%			
Level 3 (grade 5, 6)	53%	61%	57%			
Not an important skill	9%	17%	13%			
Organize their ideas before beginning to write an original text N=248						
Before grade 1	1%	.0%	.0%	---	---	---
Level 1 (grade 1, 2)	3%	2%	2%			
Level 2 (grade 3, 4)	34%	21%	27%			
Level 3 (grade 5, 6)	56%	63%	60%			
Not an important skill	7%	14%	11%			
Organize their text to have a beginning, middle and end N=129						
Before grade 1				---	---	---
Level 1 (grade 1, 2)	7%	6%	6%			
Level 2 (grade 3, 4)	45%	34%	39%			
Level 3 (grade 5, 6)	47%	54%	50%			
Not an important skill	2%	7%	5%			
Convention of written text						
Put the title of their text in the right place N=130						
Before grade 1	4%	4%	4%	---	---	---
Level 1 (grade 1, 2)	16%	8%	12%			
Level 2 (grade 3, 4)	54%	55%	55%			
Level 3 (grade 5, 6)	23%	29%	26%			
Not an important skill	4%	4%	4%			
Go over classmate's text to help him/her correct spelling and/or grammatical mistakes N=253						
Before grade 1	1%	1%	1%	---	---	---
Level 1 (grade 1, 2)	8%	2%	5%			
Level 2 (grade 3, 4)	40%	36%	38%			
Level 3 (grade 5, 6)	46%	51%	49%			
Not an important skill	5%	10%	8%			
Use, in their spontaneous productions, capital letters for proper nouns, names, titles, abbreviation, etc N=129						
Before grade 1	3%	.0%	2%	---	---	---
Level 1 (grade 1, 2)	9%	3%	5%			
Level 2 (grade 3, 4)	41%	37%	39%			
Level 3 (grade 5, 6)	41%	48%	45%			
Not an important skill	5%	13%	9%			
Correctly spell high frequency words N=130						
Before grade 1	2%	1%	2%	---	---	---
Level 1 (grade 1, 2)	9%	14%	12%			
Level 2 (grade 3, 4)	54%	52%	53%			

Item:	Rural	Urban	Overall	Chi square	Df	p
Level 3 (grade 5, 6)	35%	27%	31%			
Not an important skill	. %	6%	3%			
Correctly spell common 3 to 4 letter words N=123						
Before grade 1	2%	5%	3%	---	---	---
Level 1 (grade 1, 2)	35%	41%	38%			
Level 2 (grade 3, 4)	50%	35%	42%			
Level 3 (grade 5, 6)	11%	18%	15%			
Not an important skill	2%	2%	2%			
Correctly use questions marks and exclamation marks in their own productions N=130						
Before grade 1	0%	4%	2%	11,430	4	,022
Level 1 (grade 1, 2)	11%	1%	5%			
Level 2 (grade 3, 4)	44%	53%	49%			
Level 3 (grade 5, 6)	44%	33%	38%			
Not an important skill	2%	8%	5%			
Use a common to separate, in his/her own original sentences, a list of nouns N=121						
Before grade 1	.0%	2%	1%	---	---	---
Level 1 (grade 1, 2)	7%	8%	7%			
Level 2 (grade 3, 4)	43%	28%	35%			
Level 3 (grade 5, 6)	46%	54%	50%			
Not an important skill	4%	9%	7%			

SECTION G: PROFESSIONAL DEVELOPMENT : TYPE OF SCHOOL

Item: Have you received training of the following...	Classical	Curriculum	Overall	Chi square	Df	p
Teaching reading						
How young children learn to read N=246						
Yes, a lot	21%	12%	15%	---	---	---
Yes, more or less	20%	20%	20%			
Yes, but only a little	16%	27%	23%			
No, not at all	38%	39%	38%			
This is not an important topic	6%	3%	4%			
Teaching strategies to develop students' reading skills N=250						
Yes, a lot	23%	16%	19%	10,060	4	,039
Yes, more or less	17%	23%	20%			
Yes, but only a little	19%	28%	24%			
No, not at all	39%	33%	35%			
This is not an important topic	3%	.0%	1%			
How to teach reading N=252						
Yes, a lot	33%	28%	30%	---	---	---
Yes, more or less	20%	22%	21%			
Yes, but only a little	15%	19%	18%			
No, not at all	30%	30%	30%			
This is not an important topic	2%	1%	1%			
Teaching writing						
Teaching strategies to develop students' writing skills N= 247						
Yes, a lot	23%	14%	17%	13,480	4	,009
Yes, more or less	12%	21%	17%			
Yes, but only a little	18%	28%	24%			
No, not at all	44%	37%	40%			
This is not an important topic	3%	.0%	1%			
How to teach writing N=251						
Yes, a lot	30%	28%	29%	---	---	---
Yes, more or less	17%	19%	18%			
Yes, but only a little	14%	21%	18%			
No, not at all	37%	31%	34%			
This is not an important topic	2%	1%	1%			
Evaluation						
How to evaluate students' writing skills N=245						
Yes, a lot	23%	21%	22%	---	---	---
Yes, more or less	13%	23%	20%			
Yes, but only a little	15%	14%	14%			

Item: Have you received training of the following...	Classical	Curriculum	Overall	Chi square	Df	p
No, not at all	44%	42%	42%			
This is not an important topic	4%	1%	2%			
How to evaluate students' reading skills N=248						
Yes, a lot	22%	19%	20%	---	---	---
Yes, more or less	17%	20%	19%			
Yes, but only a little	18%	19%	19%			
No, not at all	41%	41%	41%			
This is not an important topic	3%	1%	2%			
Using reading/writing resources						
How to manage a reading corner N=251						
Yes, a lot	10%	8%	8%	10,057	4	,039
Yes, more or less	7%	10%	9%			
Yes, but only a little	4%	16%	12%			
No, not at all	66%	58%	61%			
This is not an important topic	13%	8%	10%			
How to use the textbooks N=247						
Yes, a lot	27%	23%	25%	---	---	---
Yes, more or less	16%	12%	13%			
Yes, but only a little	9%	19%	15%			
No, not at all	45%	44%	44%			
This is not an important topic	3%	2%	2%			
How to use the teacher's guide for the textbooks N= 94						
Yes, a lot	28%	.0%	27%	---	---	---
Yes, more or less	9%	50%	11%			
Yes, but only a little	11%	.0%	11%			
No, not at all	50%	50%	50%			
This is not an important topic	2%	.0%	2%			

SECTION G: PROFESSIONAL DEVELOPMENT : TEACHER STATUS

Item: Have you received training on the following...	Community	Civil service	Overall	Chi square	Df	p
Teaching reading						
How young children learn to read N=242						
Yes, a lot	27%	11%	15%	13,176	4	,010
Yes, more or less	21%	19%	20%			
Yes, but only a little	12%	26%	22%			
No, not at all	35%	40%	38%			
This is not an important topic	5%	4%	4%			
Teaching strategies to develop students' reading skills N=246						
Yes, a lot	34%	13%	19%	26,632	4	,000
Yes, more or less	12%	23%	20%			
Yes, but only a little	15%	29%	25%			
No, not at all	34%	36%	35%			
This is not an important topic	5%	.0%	1%			
How to teach reading N=248						
Yes, a lot	42%	26%	30%	10,727	4	,030
Yes, more or less	12%	24%	21%			
Yes, but only a little	13%	19%	18%			
No, not at all	30%	30%	30%			
This is not an important topic	3%	1%	1%			
Teaching writing						
Teaching strategies to develop students' writing skills N=243						
Yes, a lot	31%	12%	17%	28,498	4	,000
Yes, more or less	11%	20%	17%			
Yes, but only a little	9%	30%	24%			
No, not at all	45%	38%	40%			
This is not an important topic	5%	.0%	1%			
How to teach writing N=247						
Yes, a lot	36%	27%	29%	---	---	---
Yes, more or less	12%	20%	18%			
Yes, but only a little	12%	20%	18%			
No, not at all	36%	33%	34%			
This is not an important topic	3%	1%	1%			
Evaluation						
How to evaluate students' writing skills N=241						
Yes, a lot	30%	19%	22%	11,854	4	,018
Yes, more or less	19%	19%	19%			
Yes, but only a little	6%	18%	15%			

Item: Have you received training on the following...	Community	Civil service	Overall	Chi square	Df	p
No, not at all	40%	44%	43%			
This is not an important topic	5%	1%	2%			
How to evaluate students' reading skills N=244						
Yes, a lot	32%	16%	21%	15,298	4	,004
Yes, more or less	12%	21%	18%			
Yes, but only a little	11%	21%	18%			
No, not at all	41%	41%	41%			
This is not an important topic	5%	1%	2%			
Using reading/writing resources						
How to manage a reading corner N=247						
Yes, a lot	11%	8%	9%	---	---	---
Yes, more or less	8%	9%	9%			
Yes, but only a little	8%	13%	12%			
No, not at all	59%	62%	62%			
This is not an important topic	15%	8%	10%			
How to use the textbooks N=243						
Yes, a lot	35%	21%	25%	---	---	---
Yes, more or less	6%	15%	12%			
Yes, but only a little	14%	16%	16%			
No, not at all	42%	46%	44%			
This is not an important topic	3%	2%	3%			
How to use the teacher's guide for the textbooks N=91						
Yes, a lot	42%	16%	28%	10,922	4	,027
Yes, more or less	7%	10%	9%			
Yes, but only a little	10%	12%	11%			
No, not at all	37%	62%	51%			
This is not an important topic	5%	.0%	2%			

SECTION G: PROFESSIONAL DEVELOPMENT : GENDER

Item:	Male	Female	Overall	Chi square	Df	p
Teaching reading						
How young children learn to read N=246						
Yes, a lot	17%	13%	15%	---	---	---
Yes, more or less	21%	18%	20%			
Yes, but only a little	22%	23%	23%			
No, not at all	36%	41%	38%			
This is not an important topic	4%	4%	4%			
Teaching strategies to develop students' reading skills N=250						
Yes, a lot	21%	17%	19%	---	---	---
Yes, more or less	22%	19%	20%			
Yes, but only a little	25%	24%	24%			
No, not at all	33%	38%	35%			
This is not an important topic	.0%	2%	1%			
How to teach reading N=252						
Yes, a lot	31%	29%	30%	---	---	---
Yes, more or less	23%	20%	21%			
Yes, but only a little	16%	19%	18%			
No, not at all	31%	29%	30%			
This is not an important topic	.0%	2%	1%			
Teaching writing						
Teaching strategies top develop students' writing skills N=247						
Yes, a lot	20%	15%	17%	---	---	---
Yes, more or less	19%	16%	17%			
Yes, but only a little	26%	23%	24%			
No, not at all	35%	44%	40%			
This is not an important topic	.0%	3%	1%			
How to teach writing N=251						
Yes, a lot	29%	29%	29%	---	---	---
Yes, more or less	20%	16%	18%			
Yes, but only a little	16%	20%	18%			
No, not at all	34%	33%	34%			
This is not an important topic	.0%	2%	1%			
Evaluation						
How to evaluate students' writing skills N=245						
Yes, a lot	23%	20%	22%	---	---	---
Yes, more or less	19%	20%	20%			
Yes, but only a little	15%	13%	14%			

Item:	Male	Female	Overall	Chi square	Df	p
No, not at all	42%	43%	42%			
This is not an important topic	1%	3%	2%			
How to evaluate students' reading skills N=248						
Yes, a lot	23%	17%	20%	---	---	---
Yes, more or less	17%	21%	19%			
Yes, but only a little	22%	15%	19%			
No, not at all	38%	43%	41%			
This is not an important topic	.0%	3%	2%			
Using reading/writing resources						
How to manage a reading corner N=251						
Yes, a lot	11%	6%	8%	---	---	---
Yes, more or less	8%	10%	9%			
Yes, but only a little	13%	11%	12%			
No, not at all	60%	62%	61%			
This is not an important topic	9%	11%	10%			
How to use the textbooks N=247						
Yes, a lot	25%	24%	25%	---	---	---
Yes, more or less	13%	14%	13%			
Yes, but only a little	18%	13%	15%			
No, not at all	42%	46%	44%			
This is not an important topic	2%	3%	2%			
How to use the teacher's guide for the textbooks N=94						
Yes, a lot	26%	28%	27%	---	---	---
Yes, more or less	10%	12%	11%			
Yes, but only a little	14%	7%	11%			
No, not at all	51%	49%	50%			
This is not an important topic	.0%	5%	2%			

Section G : Professional development : Level

Item:	L 1	L 2	Overall	Chi square	Df	p
Teaching reading						
How young children learn to read N=245						
Yes, a lot	17%	14%	15%	---	---	---
Yes, more or less	15%	25%	20%			
Yes, but only a little	24%	21%	22%			
No, not at all	41%	36%	38%			
This is not an important topic	4%	4%	4%			
Teaching strategies to develop students' reading skills N=249						
Yes, a lot	18%	20%	19%	---	---	---
Yes, more or less	19%	22%	21%			
Yes, but only a little	22%	27%	25%			
No, not at all	39%	31%	35%			
This is not an important topic	2%	1%	1%			
How to teach reading N=251						
Yes, a lot	30%	30%	30%	---	---	---
Yes, more or less	17%	26%	22%			
Yes, but only a little	18%	17%	17%			
No, not at all	34%	26%	30%			
This is not an important topic	2%	1%	1%			
Teaching writing						
Teaching strategies top develop students' writing skills N= 246						
Yes, a lot	15%	20%	18%	---	---	---
Yes, more or less	20%	15%	18%			
Yes, but only a little	21%	27%	24%			
No, not at all	43%	36%	40%			
This is not an important topic	2%	1%	1%			
How to teach writing N=250						
Yes, a lot	27%	30%	29%	---	---	---
Yes, more or less	17%	20%	18%			
Yes, but only a little	18%	18%	18%			
No, not at all	36%	31%	34%			
This is not an important topic	2%	1%	1%			
Evaluation						
How to evaluate students' writing skills N=244						
Yes, a lot	21%	22%	22%	---	---	---
Yes, more or less	18%	21%	20%			
Yes, but only a little	16%	12%	14%			

Item:	L 1	L 2	Overall	Chi square	Df	p
No, not at all	42%	43%	43%			
This is not an important topic	3%	2%	2%			
How to evaluate students' reading skills N=247						
Yes, a lot	20%	20%	20%	---	---	---
Yes, more or less	15%	23%	19%			
Yes, but only a little	20%	16%	18%			
No, not at all	42%	40%	41%			
This is not an important topic	2%	1%	2%			
Using reading/writing resources						
How to manage a reading corner N=250						
Yes, a lot	11%	6%	8%	---	---	---
Yes, more or less	7%	11%	9%			
Yes, but only a little	12%	12%	12%			
No, not at all	61%	60%	61%			
This is not an important topic	10%	10%	10%			
How to use the textbooks N=246						
Yes, a lot	24%	25%	25%	---	---	---
Yes, more or less	12%	15%	13%			
Yes, but only a little	12%	18%	15%			
No, not at all	47%	42%	44%			
This is not an important topic	4%	1%	2%			
How to use the teacher's guide for the textbooks N=94						
Yes, a lot	29%	25%	27%	---	---	---
Yes, more or less	9%	12%	11%			
Yes, but only a little	9%	12%	11%			
No, not at all	51%	49%	50%			
This is not an important topic	2%	2%	2%			

SECTION G: PROFESSIONAL DEVELOPMENT : ZONE

Item:	Rural	Urban	Overall	Chi square	Df	p
Teaching reading						
How young children learn to read N=244						
Yes, a lot	15%	15%	15%	---	---	---
Yes, more or less	22%	18%	20%			
Yes, but only a little	21%	25%	23%			
No, not at all	38%	37%	38%			
This is not an important topic	4%	5%	4%			
Teaching strategies to develop students' reading skills N=245						
Yes, a lot	20%	16%	18%	---	---	---
Yes, more or less	13%	21%	18%			
Yes, but only a little	22%	26%	25%			
No, not at all	43%	36%	39%			
This is not an important topic	2%	1%	1%			
How to teach reading N=250						
Yes, a lot	27%	32%	30%	---	---	---
Yes, more or less	21%	22%	22%			
Yes, but only a little	13%	21%	18%			
No, not at all	36%	24%	30%			
This is not an important topic	2%	1%	1%			
Teaching writing						
Teaching strategies top develop students' writing skills N=248						
Yes, a lot	20%	19%	19%	---	---	---
Yes, more or less	19%	22%	21%			
Yes, but only a little	24%	25%	25%			
No, not at all	36%	33%	35%			
This is not an important topic	2%	1%	1%			
How to teach writing N=249						
Yes, a lot	25%	32%	29%	---	---	---
Yes, more or less	20%	18%	19%			
Yes, but only a little	13%	23%	19%			
No, not at all	41%	27%	33%			
This is not an important topic	2%	1%	1%			
Evaluation						
How to evaluate students' writing skills N=243						
Yes, a lot	21%	22%	22%	---	---	---
Yes, more or less	18%	22%	20%			
Yes, but only a little	15%	14%	14%			

Item:	Rural	Urban	Overall	Chi square	Df	p
No, not at all	43%	41%	42%			
This is not an important topic	3%	2%	2%			
How to evaluate students' reading skills N=246						
Yes, a lot	20%	21%	20%	---	---	---
Yes, more or less	18%	20%	19%			
Yes, but only a little	17%	20%	19%			
No, not at all	44%	37%	40%			
This is not an important topic	2%	2%	2%			
Using reading/writing resources						
How to manage a reading corner N=249						
Yes, a lot	11%	7%	8%	---	---	---
Yes, more or less	9%	9%	9%			
Yes, but only a little	8%	15%	12%			
No, not at all	64%	58%	61%			
This is not an important topic	9%	11%	10%			
How to use the textbooks N=245						
Yes, a lot	22%	27%	25%	---	---	---
Yes, more or less	12%	14%	14%			
Yes, but only a little	14%	17%	16%			
No, not at all	48%	40%	44%			
This is not an important topic	4%	2%	2%			
How to use the teacher's guide for the textbooks N= 94						
Yes, a lot	24%	30%	27%	---	---	---
Yes, more or less	11%	10%	11%			
Yes, but only a little	9%	13%	11%			
No, not at all	52%	48%	50%			
This is not an important topic	4%	.0%	2%			