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STUDY OF MALIAN PRIMARY STUDENTS' BELIEFS, ATTITUDES AND EXPERIENCES WITH RESPECT TO LEARNING TO READ AND WRITE

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Study of Malian Primary Students Beliefs, Attitudes and Experiences with Respect to Learning to Read and Write

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1.0 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 specifics 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. Neither have there been systematic assessments of the degree to which students have access to the supports and resources necessary to develop into autonomous readers and writers. In the absence of such information, Malian decision makers are unable to identify *what* specifically needs be adjusted at the classroom, school or community level to improve students' performance.

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 USAID/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

The results of the December 2008 **E**arly **G**rade **R**eading **A**ssessment (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.

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.

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. A first such study was conducted in December 08/January 09.[1] The results provide a snapshot, from the perspective of teachers, of what is happening in Malian elementary classes with respect to reading and writing development.

In order to complete and validate that snapshot, during the same period the PHARE program worked with the Ministry to examine students' attitudes, beliefs and learning experiences with respect to learning to read and write. The study sought to determine the extent to which their own perspectives about reading and writing, as well as the environments in which they evolve both at home and in school, are sufficient to sustain and support their literacy development. The results, when compiled with those of the teacher study, will enable the PHARE program to design training programs and learning materials to better support students' learning and aid the Ministry to design and implement an informed literacy support program over the short, medium and long term.

This report is organized into 4 sections:

Section 1.0 describes the design of the research study, including the sampling techniques, data collection instruments, training provided to data collectors and data entry and analysis processes.

Section 2.0 reviews the results of the data analysis and the principal findings with respect to the types of learning activities students are asked to engage in and their beliefs and attitudes with respect to language learning.

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

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

[1] See: Study of Malian Primary Teachers' Beliefs, Attitudes and Practices with Respect to the Teaching and Learning of Reading and Writing, Education Development Center, October 2009.

2.0 RESEARCH STUDY DESIGN

The student study was largely quantitative in nature. Data were generated by having students respond to a questionnaire administered orally and in local language. The questionnaire queried qualitative information, including the types of learning activities students participate in and their beliefs and assumptions about how children learn to read and write. The data collected was then analysed to determine the impact of a number of factors (zone, type of instructional program, grade level, sex) on students' attitudes and language learning experiences.

2.1 Sample

Data was collected from the 75 schools that participated in the EGRA pilot data collection in December 2008/January 2008. A little over half of these schools (56%) were following the bilingual Curriculum program. The remaining 33 (44%) were implementing the Classical program, where French is the language of instruction.

Table 1: Nature of participants in student study

Type of school	Number of students, by Zone			Total
	Rural	Semi urban	Urban	
Classical school	168 (69%)	7 (3%)	69 (28%)	244 (41%)
Curriculum school	139 (40%)	20 (6%)	190 (54%)	349 (58%)
Medersa[2]	5 (83%)	0 (0%)	1 (17%)	6 (1%)
TOTAL	312 (52%)	27 (5%)	260 (43%)	599 (9 non responses)

The student data was collected in the same schools as the data for the study of teachers' beliefs, attitudes and instructional practices, during the same school visits, and by the same group of data collectors. The eight students per school who participated in the interviews (four grade 4 students, four grade 2) were selected randomly from the subset of 16 students at each of these two grade levels randomly selected to participate in the administration of the EGRA test of reading skills.

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 learners' attitudes about reading and their literacy learning experiences in the classroom 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 students in four schools using the classical program (French language instruction) and

[2] Given the small number of students enrolled in Medersa programs, their responses were eliminated from the analysis.

four using the bilingual curriculum program. No attempt was made to control the geographic zone in which the schools were situated (rural versus urban). As a result, although 41 curriculum and 33 classical schools participated in the study,[3] the students from the curriculum schools tended to be located in urban or semi-urban areas and the classical schools in rural areas.

A total of 608 students participated in the study. More than half (58%) of completed questionnaires were from students in Curriculum schools (versus 41% for students in Classical schools). This reflects with the over representation of bilingual curriculum schools in the sample itself.

Slightly over half the students (52%) were enrolled in rural schools. The remaining 48% were attending schools in urban or semi urban regions. Children following the Classical program were far more likely to be located in rural regions, whereas those enrolled in Curriculum schools were significantly more likely to be in urban settings. This due to the geographic distribution of curriculum versus classical schools selected for the sample. Curriculum schools tended to be situated in urban or semi-urban areas whereas Classical schools were generally located in rural areas. Students enrolled the Curriculum programs are thus over represented in urban zones, and underrepresented in rural areas. The differences are significant. [4] This is important to consider when interpreting the results of the study.

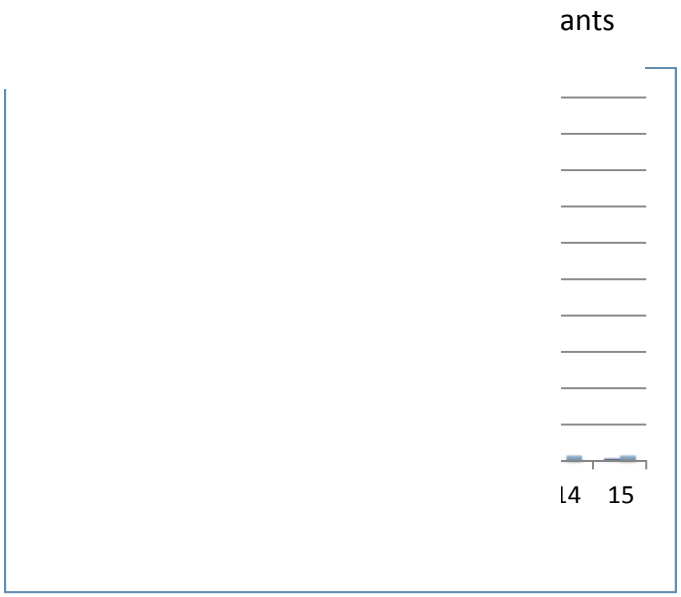
An equal number of boys and girls participated in the survey (298 boys, 297 girls, 13 non responses). (See Graph 1 on following page.) A slightly larger number of grade 2 students participated in the survey than grade 4 (305 Grade 2 (51%) versus 290 Grade 4 (49%) Grade 4 students). The age span of grade 2 students varied from a low of 6 to a high of 15, with the average being 8. Grade 4 students had a similar age span (low of 7, high of 15) and an average age of 10.

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

[4] Chi square of 12,601, df=1, p=,000

2.2 Instruments

Two different questionnaires were developed: one for students in Curriculum schools and one for students in Classical schools. Each instrument contained a set of common questions, as well as questions specific to the program of instruction in question. The questionnaire contained multiple choice questions as well as questions asking students to indicate the degree to which they have the opportunity to engage in particular types of learning activities . In the latter case, students were presented with the options *never, sometimes, often, I don't know,* and asked to choose.



Students were asked to respond to a 4 part questionnaire (See Table 2 below), administered orally via a one-on-one oral interview. Section E of the questionnaire contained questions the data collector directed to the child's teacher after the student interview was over. The questions asked the teacher to describe the child's overall reading/writing abilities with respect to the expectations outlined in the curriculum, as well as their perceptions of the extent to which the child's parents follow his/her progress. Students were not present during the teacher interviews. (See Appendix 4.2 for copy of questionnaire that integrates questions from the two different questionnaires.)

TABLE 2: STUDENT QUESTIONNAIRE

Part	*Focus of data collection*
Part A	General Information (sex, age, program of instruction (Curriculum/Classical), grade level (grade 2 or grade 4), zone (rural/urban))
Part B	Personal literacy practices; Language practices and environment in the home
Part C	Language environment in the school/classroom
Part D	Students' perceptions of school and of reading and writing
Part E	Teachers' perceptions of student's capabilities and their home environment

The draft student standards and benchmarks, subsequently validated by the Ministry of Education in April 2009, served as the basis for the development of the questionnaires. Students were asked to describe their personal literacy practices, as well as the degree to which their teachers provide them with opportunities to develop the different reading and writing skills and competences outlined in the standards for their particular grade level. The questionnaire also asked students to identify at what grade level they thought they or their classmates would be to demonstrate some of the competencies and skills outlined in the standards.

The responses were designed to provide the Ministry of Education and PHARE program staff with insights as to the skills and competencies that students have an opportunity to develop as a result of the learning activities in which they are asked to engage, as well as those that their teachers may not be stressing, or not stressing sufficiently. The results are also designed to provide some indication as to learners' beliefs or perceptions about their abilities to learn to read and write. The goal was to obtain a snapshot of the current situation in Malian schools and students' home environments and by inference those aspects of reading and writing development that should be addressed in future trainings and/or instructional materials development.

2.3 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.

2.4 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 interviewed a subset of the grades 2 and 4 students randomly selected to participate in the EGRA evaluation. Questionnaires were administered individually and orally.

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.

2.5 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 students' responses with respect to the certain key factors (sex, program of study, zone, grade level, etc.).

2.0 DISCUSSION OF RESEARCH FINDINGS

2.1 Students' Personal Literacy Practices

Section B of the questionnaire asked students to describe the literacy practices in their home. The degree to which students are exposed to language rich activities or are surrounded by individuals who model reading and writing on a regular basis can have an impact on their literacy development and their perceptions of the social and economic importance of reading or writing.

Table 3: Literacy Practices in the Home

Question	% YES
Did you attend kindergarten?	19%
Do you speak French with your friends outside class?	0,5%
Does your mother (or the person who acts as your mother) know how to read?	35%
Does your mother (or the person who acts as your mother) know how to write?	36%
Does your father (or the person who acts as your father) know how to read?	56%
Does your father (or the person who acts as your father) know how to write?	56%
Do your brothers and sisters know how to read?	82%
Do your brothers and sisters know how to write?	82%
Does your mother (or the person who acts as your mother) read at home?	27%
Does your father (or the person who acts as your father) read at home?	44%
Do you read at home?	67%
Do you ever read for someone else at home?	27%
Is there someone at home who tells you stories from time to time?	63%
Is there someone at home who reads to you from time to time?	37%
Is there someone at home who helps you with your reading and writing homework?	63%

Participant in Kindergarten – Two out of 10 students who participated in the survey reported having attended preschool/kindergarten. Not surprisingly, children in urban areas were significantly more likely to have attended kindergarten than their counterparts in rural areas. Only 5% of children in rural areas reported having attended kindergarten, compared with 34% of students in urban zones.

Language used outside of school – Almost 100% of students reported using local language when communicating with their friends outside of class time. There was no significant difference in language usage outside the school between students enrolled in Classical or Curriculum programs. Although Classical students use French as the language of learning in the classroom, and communicate with their classmates in French during class time, outside of class time they revert to local language. This means that children in classical programs are learning to read and write in a language that they only use in formal classroom settings. This is an important point to consider when comparing the reading/writing competencies of students enrolled in Classical and Curriculum programs.

There is a significant difference in the languages used outside the classroom between students in rural and urban areas, with the latter being significantly more likely to use French. However, the percentage of urban students who actually use French with their friends is extremely small (less than 1 %). The difference is significant, but not important.

Reading and writing abilities of family members – One out of three students (35%) reports that his/her mother knows how to read and write. Over half of students (56%) have a father who can read and write. Family literacy is gender-based: Fathers are far more likely to be able to read and write than mothers. However, not all parents who can read actually do so. Students report that 27% of their mothers and 44% of their fathers read in the home.

The majority of students (82%) report that they have siblings who can read and write. This is an important point to consider when designing or implementing family literacy support programs or personal reading programs. Although parents may not be able to supervise reading/writing activities, or to read aloud to children, there are other family members who can assume these roles.

The fact that one out of four students (27%) says that he/she reads aloud for someone in the home, and that a slightly higher percentage (37%) have someone in the home who reads to them from time to time is encouraging, particularly considering that having the opportunity to read at home or participating in read aloud activities has been demonstrated to positively correlate with reading abilities. The data suggest that schools and classroom teachers might want to consider implement formal "sibling to sibling" reading programs, where older brothers and sisters read to younger siblings or supervise their reading progress.

Another encouraging finding is the fact that 63% of children say that they have someone at home who tells them stories. Listening to narratives allows children to build an understanding of how narratives are structured and of some fundamental principles of written texts (that ideas are structured around beginning, middle and end, that a story generally involves the presentation and solution of a problem, that events are generally presented in chronological manner, etc.). Story telling is an activity that all parents, regardless of their levels of text-based literacy, can do at home to support their child's literacy development.

There are significant differences in the home literacy environments of older children versus younger children. Children in **grade 4** are significantly more likely to read at home, to have opportunities to read for someone in their family, to have someone read to them or tell them stories. Some of this may be a function of ability: most teachers report that by the end of grade 2 students are not able to read and understand a simple

text.[5] However, it does not explain why family members are more apt to read to or tell stories to children in grade 4 than to their younger siblings in grade 2.

Children in **Curriculum** schools are significantly more likely to come from homes where parents or siblings know how to read and write, where mothers read to them at home and where there is someone at home who tells them stories. The same is true of children in **urban** settings. There are significant differences between children in rural and urban settings with respect to the first 15 items listed, and in each case the difference favours children in urban areas. These children are far more likely to come from homes where literacy practices favour the development of reading and writing skills. On a more positive note, there are no significant differences with respect to **gender**, with the exception of siblings who know how to read. Boys are far more likely to report having siblings who can read and write than do girls.

Access to resources - The vast majority of students live in homes that have a radio and a cell phone. The latter is of interest, given the recent emergence of cell phone technology as a potential learning tool, particularly for language development. One out of two students has access to television at home, and slightly fewer (45%) live in homes where there are books.

Not surprisingly, students in urban areas have significantly higher access to these resources than do those in rural zones. So do children in curriculum programs. The latter is not surprising, since the curriculum schools in the sample are largely located in urban areas.

Table 4: Resources available in the home

Question	% YES
Do you have a radio at home?	90%
Do you have a cell phone at home?	82%
Do you have electricity at home?	56%
Do you have a television at home?	59%
Do you have books at home?	45%
Do you have a dictionary at home?	11%

2.2 School/Classroom Learning Environment

Section C asked students whether they have access to certain key reading learning resources and whether their teachers ask them to participate in some of the learning activities inferred in the student standards. In the latter case, students had the option of responding with “No, Sometimes, Often” or “I don’t know”. Students who responded in the affirmative (Sometimes or Often) were considered to be in classrooms where the learning activities were practiced.

During the analysis, the various activities and practices were regrouped according to the different “standards” or aspects reading and writing specified in the new standards and

[5] See results of study of Malian Primary Teachers’ Beliefs, Attitudes and Practices with Respect to the Teaching and Learning of Reading and Writing. October 2010, Programme PHARE-EDC, USAID.

benchmarks (see table 5 below). Three additional categories were added: classroom resources, personal reading , and teacher feedback and encouragement.

Table 5: Overview of Reading and Writing Standards

READING		WRITING	
Standard	Key components of that aspect of reading Students' ability to:	**Standard**	Key components of that aspect of writing Students' ability to:
Language mechanisms	• Associate sounds and letters; recognize syllables • Use semantic and grammatical clues to support their understanding of a text	**Original productions (spontaneous or guided)**	• Express their thoughts, ideas, feelings, emotions, impression...in writing, either spontaneously or in response to a prompt
Conventions of written text	• 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**	• Correctly form letters, words and sentences • Respect language norms with respect to grammar, syntax, conjugation, punctuation or spelling • Adapt their productions to the anticipated audience
Fluidity	• Read fluently and with expression	**Style**	• Use rich and varied vocabulary • Use different types of sentences • Produce different types of texts
Comprehension	• 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**	• Organise their ideas in a logical sequence • Review their productions to enrich the ideas presented • Illustrate their ideas • Use vocabulary appropriate to the audience and the situation
Lexical awareness	• Infer the meaning of new words • Correctly use different expressions		

Classroom resources – Three out of five students say that they have a reading textbook. Of those who do have a textbook, 56% report being allowed to take it home to read, often more than once a week. A small minority of children (16%) report having other books in the classroom they can read, apart from their textbook. Interestingly enough, the percentage of teachers who maintain that they often invite students to read texts or books of their own choosing (38%), or to read texts or stories that are not in the

textbook (23%), is higher than the percentage of students who report having materials to read in their classrooms other than textbooks. This suggests that teachers may be aware of the importance of independent reading and be providing a more "socially acceptable" than accurate description of their practices.[6]

Table 6: Classroom Resources	
Item	% YES
Classroom resources	
Do you have a reading book?	59%
Do you share your text book with more than two students?	5%
Do you have the right to take your reading text book home to read?	56%
Are you allowed to take your text book(s) home to read more than once a week?	72%
Are there any other books in the classroom that you can read, apart from your textbook?	16%

Students following the **Classical** program are significantly more likely to have a reading textbook, and to be allowed to take it home, than students following the bilingual, Curriculum program. The same is true of students in **grade 4.**

Although students in urban areas are not more likely than their counterparts in rural zones to have a reading textbook, those that do have a textbook are significantly more likely to be given permission to take it home. They are also more likely to have books other than their textbooks to read in their classroom, although the overall percentage is still relatively low (19%).

Table 7: Personal Reading	
Item	% YES
Personal reading (reading for pleasure)	
Do you have the opportunity at school to read books OTHER than your reading/language textbook?	19%
Do you have the opportunity to read books of your own choosing?	26%
Is there a library close to your school (or in your school) with books to read or to borrow?	10%
Is there a reading corner in your classroom?	6%
Does your teacher every read you stories (poems, fables, legends...) that do NOT come from your text book?	54%
Does you teacher ever tell you stories?	62%

Personal reading - The majority of students (62%) say that their teachers tell them stories and approximately 50% have teachers who read them stories that do not come from their textbook. Students in urban schools and enrolled in **Curriculum** programs are significantly more likely to have teachers who tell or read them stories than their counterparts in rural and Classical programs. Students enrolled in curriculum programs are also significantly more likely to have access to books to read and to have a reading corner in their classroom.

[6] See results of study of Malian Primary Teachers' Beliefs, Attitudes and Practices with Respect to the Teaching and Learning of Reading and Writing. October 2010, Programme PHARE-EDC, USAID.

Only 1 out of 4 children has the opportunity to read books of their own choosing, and only one out of 10 maintains that there is a library or reading center close to their school (or in their school). However, one out of three of their teachers say that there is a library or reading center in the vicinity (See Teacher Study, 2009), which suggests that a significant percentage of young students who may not be aware of the reading resources in the area – or that the library/reading centers target adult populations.

As was the case with the textbooks, students in Grade 4 are significantly more likely to have access to personal reading resources than their younger counterparts. They are more apt to have the opportunity to read books other than their textbook, to read books of their own choosing, to have books other from their textbook to read, and to have a teacher who reads and tells them stories.

Feedback and encouragement - The vast majority of students say that their teachers tell them that they read and write well, and 85% consider themselves to be "good" readers. (Boys are significantly more likely to consider themselves to be good readers than are girls.) This contrasts directly with teachers' appreciation of the reading/writing skills of students who participated in the survey. Teachers rated at least 30% of students as being either "very weak" or "relatively weak" readers and writers.

Opportunities to develop the skills and competencies outlined in the student standards

As table 8 on the following page shows, teachers do not give equal time or emphasis to the development of all competencies generally required to negotiate meaning from text. Some competencies or components of reading instructional are stressed a great deal (fluency, for example); others are rarely touched upon. Each of the different standards covered in the questionnaire are examined in greater detail in the following sections.

Personal, spontaneous writing – Only one out of four students say that they have the opportunity to create their own stories or texts. Grade 2 students rarely (9%) have an opportunity to do so. This does not align with teachers' descriptions of their practices, as reported in the 2009 teacher study. Some 41% of teachers surveyed as part of that study maintain that they often (more than twice a month) have students produce original texts. Students who are provided with opportunities to produce original texts are far more likely to be in the bilingual Curriculum program than in the French-language Classical program.

Table 8: Reading/Writing Learning Activities	
Item	% Yes (Overall)
Personal, spontaneous writing	
In class, does your teacher ever ask you to WRITE your own stories or texts (as opposed to copying a text from the board)?	23%
In class, does your teacher ever ask you to work with a small group to produce an original text or a story (as opposed to copying a text from the board)?	47%
Publishing	
Does your teacher sometimes post on the wall texts produced by classmates?	22%
Fluency	
Does your teacher ask you sometimes to read out loud?	89%
Does your teacher sometimes ask you to read out loud for a small group of classmates?	52%
Comprehension - Pre reading	
In class, does your teacher ask you to predict what will happen in a text or story before you read it (for example, make predictions based on the title, or the illustrations)?	22%
Comprehension - Analysis	
In class, does your teacher sometimes ask you to work with a small group of students to complete an exercise	51%
Does your teacher ask you to write on your slate or in your notebook answers to questions on a text that you have read?	68%
Does your teacher ask you to answer orally questions on a text you have read?	88%
Comprehension - Engagement and personal reaction	
Does your teacher sometimes ask you if you have liked a text or story, and why?	34%
Feedback and Encouragement	
Does your teacher ever tell you that you read well?	85%
Does your teacher ever tell you that you write well?	91%

One out of two students maintains that they are sometimes asked to work in a small group to produce a text. In this case, students' perceptions are more optimistic than their teachers – only 37% of teachers who participated in the teacher study reported that they often ask students to work together to compose a text. Once again, older students (grade 4) as well as those in Curriculum or urban schools are far more likely to have an opportunity to participate in such an activity than younger students or those in rural or classical schools.

Publishing – One out of five students reports that his/her teachers posts their work around the classroom. Once again, Curriculum teachers, Grade 4 teachers and teachers working in urban centers are significantly more likely to engage in this practice.

Fluidity – The majority of students report that their teacher asks them to read out loud. Reading out loud was the most reported strategy in the list. Once again, Grade 4 students were more likely to report being asked to read out loud often than their counterparts in Grade 2 (94% versus 83%). Although the difference is significant, it is not that important, given the high percentages in each case.

Students are more apt to be asked to read aloud for the teacher than for a small group of classmates. Only one out of two students reports having had opportunites to engage in this type of activity. Once again, this is an activity that children in Grade 4, in urban classrooms, and in Curriculum program schools are significantly more likely to be asked to do.

Comprehension

PREREADING ACTIVITIES – Only 22% of students say that their teacher asks them to predict what will happen in a story before they begin reading it. Students who are invited to participate in this type of activity are far more likely to be in Grade 4 than in Grade 2.

Students' assessments conflict significantly with those of their teachers, half of whom maintain that they often invite students to predict the content of a story before reading it by analysing the title or the illustrations or to share that they know about a theme addressed in a text or story before asking them to read it. Considering that full 12 to 15% of grades 2 and 4 teachers consider these activities to be inappropriate, the fact that students rarely get the opportunity to participate in pre reading activities is not surprising.

ANALYSIS - If teachers do spend time on developing students' comprehension skills, they are most likely to spend that time developing their ability to analyse a text. Both students and teachers are in agreement on this point. Nine out of ten students say that their teacher asks them to answer orally questions about a text they have read (compared with 92% of teachers who say they often do this activity). Seven students out of ten say that they are asked to write out answers to questions, although these students are likely to be in Grade 4, in Curriculum classes or in schools situated in urban settings.

PERSONAL RESPONSE AND ENGAGEMENT - Teachers admit that they rarely provide students with opportunities to respond to texts. – and students agree with that assessment. Only one out of three reports that their teacher sometimes asks them if they have liked a text or story or why. Teachers' impressions of their practice with respect to this area are considerably more optimistic: one out of two maintains that they frequently ask students to identify what they liked about a story or text.

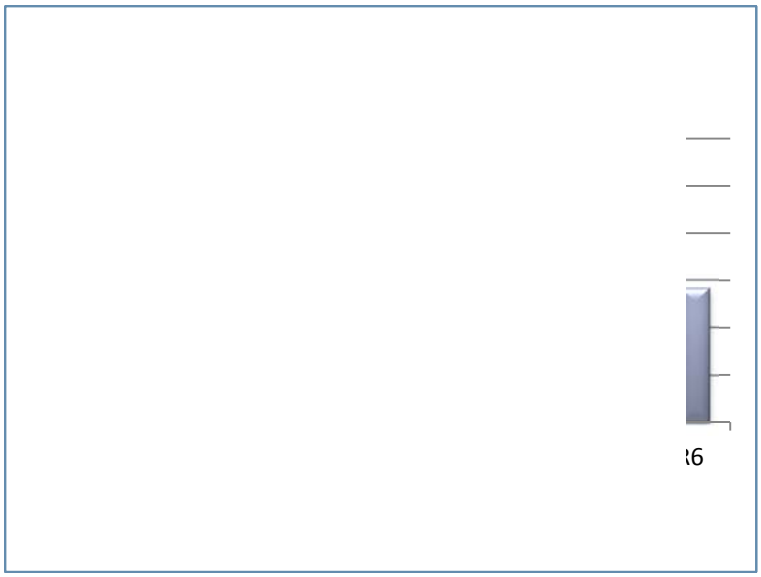
2.3 Students' perceptions of school and of learning to read and write

The overwhelming majority of students say that they like going to school (99%), that they like to read and write (99% and 97% respectively) and that they consider that it is important to learn to read and write (98% and 97% respectively). However, half of students (49%) think it is difficult to learn to read, and a smaller percentage (39%) think is it is difficult to learn to write. Students' perceptions are significantly more optimistic than their teachers: A full three quarters of teachers (75%) say that is it very difficult for children to learn to read and write.

Students are less optimistic when it comes to whether or not they and their classmates will be able to learn to read and write. Two of three think that they will learn to read, and 74% think that they will learn to write. Their views are significantly less optimistic than those of their teachers: 84% of teachers think that all children can learn to read and an even higher percentage (87%) think that all children can learn to write.

One thing that both students and teachers agree on is that it is easier to learn to write than it is to read.

Only 4 out of 10 students are confident that they would be able to produce a short text composed to two original sentences or to tell someone a story they have heard or read somewhere. Children in Curriculum schools and those in grade 4 are significantly more likely to consider themselves able to do these tasks than are students in classical schools or in grade 2. Older students are also significantly more likely to report being able to produce an original two sentence text, even though more than 50% of they say they would be unable to do so.



The factor that appears to weigh heaviest on children's perceptions of school or of learning to read and write is zone. Where the differences are both significant and important is in rural children's perceptions of their *abilities*. Only 59% of rural children believe that all of their classmates will be able to learn to read. A slightly higher percentage (69%) believes that all of their classmates will be able

to learn to write. This contrasts with 77% and 82% respectively for urban children. Rural children have far less confidence in their abilities to develop text literacy than do their counterparts in urban areas. This despite the fact that rural teachers have a more positive overall assessment of their students' reading abilities than do teachers in urban setting. Some 34% or rural teachers rate their students as being "very weak" or "relatively weak" students, compared with 45% of teachers in urban settings.

Rural children are also less optimistic as to the grade level at which a student is able to read and write. They are more likely to consider that a student is able to read as of grade 3, whereas their urban counterparts are more likely to perceive that students are able to write by grade 2. The same is true for writing: 34% of rural children are of the opinion that children know how to write by the end of grade 3, compared with 50% of urban students.

Finally, students in urban areas are significantly more likely to view learning to read and write as important. However, the differences are not that important: over 96% of rural children still view reading and writing as important.

Teachers' expectations of what Grades 2 and 4 students are able to do are generally very low in comparison with international standards. Students share those opinions. Only 48% of Grade 4 students (even lower in the case of Grade 4 Classical students) say that they would be able to produce a short text composed of two original sentences.

Curriculum teachers and Civil Service/contactual teachers have less optimistic assessments of their students' reading abilities than do teachers following the Classical program or teachers with no preservice training (Community teachers). Access to preservice training is also a determinant in teachers' perceptions of students' writing abilities. A significantly higher percentage of Civil Service/contactual teachers rate their students as having either "very weak" or "relatively weak" writing skills than do Community-based teachers.

Rural teachers, Community-based teachers and teachers following the Classical program are also significantly more likely to say that the parents monitor their children's progress closely.

4.0 CONCLUSIONS AND RECOMMENDATIONS

As is the case for the teacher study, several positive themes emerge from this analysis that can provide a positive foundation for building a strong literacy program for young children, not the least of which is the fact that students say that they enjoy going to school and that learning or read and write is important. The majority of students come from homes where there is someone who can read and write, even if that person is more likely to be a sibling than a parental figure, and 63% have someone at home who tells them stories from time to time. In addition, over 50% of students say that their teacher tells them stories, or reads to them stories that are not in their textbooks. Children in curriculum schools or in urban settings are significantly more likely than their counterparts in rural and classical schools to come from homes where there is someone who knows how to read and write and where they are read to or told stories.

Both the student and the teacher study 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. ***Grade 4 students*** *are significantly more likely to have opportunities to engage in a wide variety of reading/writing activities than do their counterparts in grade 2. This may be because Grade 2 teachers have a limited view of what constitutes developmentally appropriate reading/writing learning activities for early primary students, or that they may not be aware of how to adapt such activities for beginning learners. Interestingly enough,* ***Grade*** *4 students are far more likely than their younger siblings to participate in writing/writing support activities in the home, suggesting that teachers' perceptions of age-appropriate literacy activities are widely shared in the community.*

Generally, students are being exposed to some of the learning activities required to develop the reading/writing skills and competencies outlined in the new student reading and writing standards. Overall, however, the student data confirms the main results of the teacher study; that teachers are focusing more intensely on some aspects of reading and writing than on others, and that teachers have a very limited view of the age at which children can be reasonably expected to engage in key reading/writing learning activities, and hence do not often provide them with the opportunity to do so. This is particularly true for activities related to developing students' comprehension skills (responding to texts) or their ability to produce original texts.

As was the case with the teacher data, the extent to which children are exposed to an environment that supports the development of the different skills and competencies required to be an independent reader are determined primarily by three factors: grade level (grade 2 versus grade 4), zone (rural versus urban) and type of school (Classical versus Curriculum). Students in Classical programs are less likely to have

access to supplementary reading materials, to have teachers who read to them or tell them stories, to have opportunities to create their own stories (alone or with a group), to respond in writing to questions about a text they have read, or to say whether they liked a text or why. Their teachers either do not view these activities as contributing to students' reading/writing abilities, or they do not feel that students who are learning in a second language are capable of engaging in these types of activities. The same may apply to the marked differences in the Grade 2 and Grade 4 students' descriptions of their learning activities. The latter are far more likely to participate in a wide range of reading/writing learning activities. Teachers may view certain aspects of reading and writing as beyond the capabilities of young learners.

Recommendations

Since students' assessment of the types of reading/writing activities they are asked to participate in generally aligns with teachers' own descriptions of their teaching/learning practices (see Teacher study), most of recommendations with respect to teacher training and instructional materials development contained in the Teachers' study are equally applicable to this study. However, the data suggests that 5 recommendations.

1. ***Encourage schools and teachers to implement family literacy programs that take into account the resources available in the majority of homes and that demonstrate to families the types of activities they can do to support their child's learning.*** Although parents may not be in a position to support students' reading and writing skills, the vast majority of students have a sibling who knows how to read and write. Schools and teachers should receive training on how to implement "sibling to sibling" reading and writing programs, so that older brothers and sisters can help their younger siblings to learn to read and write. – by reading to them, by having the younger sibling read to them, or by doing original writing activities (creating stories, for example) together.

   The training should also focus on the importance of storytelling in developing young children's reading abilities. Storytelling is something that all parents can do, regardless of their level of text literacy, and something that parents can be encouraged to do on a regular basis.

2. ***Ensure that future preservice and inservice reading/writing training programs for teachers following the Classical program introduce teachers to how to teach reading and writing to students who are learning in a second language.*** The vast majority of students (99%) say that they use the local language (and not French) with their friends outside the classroom. Their contact with French is limited to the classroom and to formal classroom learning situations. As a result, they do not possess an extensive oral vocabulary – or an extensive oral language repertoire – that

they can draw upon to make sense of written words or texts they are encountering for the first time. Children learning to read in their mother tongue understands the meaning of the word "CAT" once they are able to decode the phonemes, because they have encountered cats in their daily life and know that the creature in question is called a "CAT". Students learning to read and write in a language that is not used outside the classroom may be able to successfully decode the word "CAT" – but may not be able to assign any meaning to this word, because they have never heard the word before and are unfamiliar with the fact that the animal that lives in their courtyard is called a "CAT" in the second language. This creates a significant challenge for young children learning to read and write – and for their teachers.

Students learning to read and write in a second language, and in an environment where the only contact with the language is in the classroom, need extensive exposure to the second language within the classroom. They need a language-rich learning environment, one where the second language is spoken constantly and with a high level of fluidity, where they have exposure to a large variety of written texts and where teachers are aware of the specific types of teaching strategies required to support students who are learning to read and write in a second language.

3. ***Ensure that future preservice and inservice reading/writing trainings communicate to teachers the role of learners' perceptions of their abilities in their willingness to engage in and persevere with reading/writing activities.*** A significant percentage of young students (anywhere from 44% to 34%) believe that not all children can learn to read and write – and about half are of the opinion that is it difficult to learn to read.

   The opinion is particularly wide spread among children living in rural areas – and those enrolled in Classical programs. They are far more likely than their counterparts in urban centers or those in Curriculum classrooms to view learning to read and write as something that is unattainable by a significant percentage of children. This is problematic, as research has shown that children who view themselves as capable of completing a task are more likely to preserve when things get difficult and to take risks with their learning. They are also more likely to become successful learners. Children who feel that learning to read and write is not something than all children can learn to do are more likely to disengage when things become difficult – because they view that it is something that is "not for them".

   The Ministry also has a role to play in communicating to schools, teachers, students and parents that all children can learn to read and write – and in raising everyone's expectations – and in particular those of parents and students in rural areas or in classical programs – as to minimal reading and writing literacy levels to be developed by key grade levels.

4. ***Develop and implement an information campaign, aimed at parents and the community, to inform them of the types of home and school practices that contribute to the development of young readers and writers, and of the Ministry's new benchmarks for reading and writing.*** The more that parents are informed about how young children learn to read and write, and about that they can do at home to support their child's progress, the more likely children are to receive the type of support they need to become autonomous readers and writers. Parents also need to be informed of the Ministry's expectations in terms of students' progress, so that they can monitor their own child's development and work with the classroom teacher to plan a program of additional support, if necessary.

5. ***Ensure that all students, but in particular students in rural areas and classical programs, have access to a wider variety of reading materials, either by distributing more resources to classrooms or encouraging local libraries/reading centers to integrate children's literature into their collections and to establish partnerships with local schools.*** Only 16% of students say that there are books in their classrooms – other than their textbooks – that they can read. Less than 6% report that there is a reading corner in their classroom. Not surprisingly, children are rarely given the opportunity to read books of their own choosing. If children are to develop their reading skills, they need access to a variety of texts – books that they can read as part of their classroom studies, as well as books that they can take home to read to a sibling or that their sibling can read to them. This is as true of grade 2 students as it is of grade 4 students. Although this recommendation appears in the Teacher study, the fact that it is critical if students are to have access to a rich text literacy environment makes it worth repeating.

5.0 APPENDICES

5.1 List of participating schools

5.2 Student Questionnaire (Combined)

5.3 Summary tables - Chi square analysis: Sections B, C and D

Section B – Languages spoken at home and home learning environment

Section C – Literacy environment at the school

Section D – Teachers' Beliefs: Summary of Chi square analysis

5.1 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"
	Sébénicoro	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	Forgho gaina
		Classical	Camp firhoun
		Classical	Kobe
		Curriculum	Battal
		Curriculum	Forgho
		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

5.2 Student Questionnaire (Combined)

ENTRETIEN STRUCTURÉ- ÉLÈVE

Approbation verbale des sujets

Bonjour, je m'appelle _____. Je travaille avec le Ministère de l'Éducation Nationale et le Programme PHARE ici au Mali.

- Le Ministère de l'Éducation nous a demandé d'effectuer une enquête sur l'apprentissage de la lecture et de l'écriture.
- Tu as été sélectionné(e) pour participer à cette étude.
- Ta participation est très importante, mais tu ne dois pas participer si tel n'est pas ton désir.
- Je vais te poser quelques questions sur ta famille, p.e., la langue que ta famille utilise à la maison, ce que tu lis à la maison, et d'autres questions.
- S'il y a des questions auxquelles tu ne veux pas répondre, tu peux ne pas répondre.
- Tes réponses seront confidentielles, c'est-à-dire, nous n'allons jamais dire ton nom, ni le nom de ta famille. Les gens ne vont jamais savoir qui a dit quoi ou comment tu as répondu aux questions.
- Encore une fois, tu ne participe à cette étude que si tu le veux.

Tu as bien compris ?.....Es-tu d'accord pour faire l'entretien ?

Consentement verbal obtenu: OUI ☐ NON ☐ [*Dans ce cas arrêtez*].

A. Informations générales

1. Numéro du questionnaire
2. Code de l'école
QA2. Fonctionnement de l'école : _____ Matin = 0; Après midi = 1; Les deux = 2
QA3. Type d'école: _____ École classique = 1 ; École curriculum = 2 ; Medersa = 3
QA4 . Age de l'enfant : _____
QA5. Sexe de l'enfant : _____ garçon = 1; fille = 2

QA6. Niveau scolaire de l'enfant : _____ 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)
QA7. Zone de l'école : _____ 1 = zone rurale 2 = zone périurbaine 3 = zone urbaine

Selon le cas, écrivez la réponse de l'enfant ou entourez ce qui correspond à sa réponse. S'il y n'a pas d'instruction spécifique, seulement une réponse est autorisée.

B. Langue parlée et environnement familial de l'enfant

1.	As-tu fréquenté l'école maternelle (ou jardin d'enfant) ?	Non.....0 Oui.....1 Ne sais pas 2	1.
2.	Quelle langue parles-tu avec tes amis en dehors de l'école?	Français …….....1 Langue nationale (la même langue que je parle à la maison)…….……2 Langue nationale (mais pas la langue que je parle à la maison)……3	2.
3.	Est-ce que ta mère (ou la personne qui la remplace, ta tante, ta grand-mère…) sait lire ?	Non..... 0 Oui..... 1	3.
4.	Est-ce que ta mère (ou la personne qui la remplace, ta tante, ta grand-mère…) sait écrire ?	Non..... 0 Oui..... 1	4.
5.	Est-ce que ton père (ou la personne qui le remplace, ton oncle, ton grand-père…) sait lire?	Non..... 0 Oui..... 1	5.
6.	Est-ce que ton père (ou la personne qui le remplace, ton oncle, ton grand-père…) sait écrire?	Non..... 0 Oui..... 1	6.
7.	Est-ce que tu as des frères ou sœurs qui savent lire?	Non.....0 Oui..... 1	7.
8.	Est-ce que tu as des frères ou sœurs qui savent écrire?	Non..... 0 Oui..... 1	8.
9.	Est-ce que ta mère (ou la personne qui la remplace, ta tante, ta grand-mère…) lit à la maison ?	Non..... 0 Oui..... 1	9.
10.	Est-ce que ton père (ou la personne qui le remplace, ton oncle, ton grand-père…) lit à la maison?	Non..... 0 Oui..... 1	10.
11.	Est-que toi tu lis à la maison ?	Non..... 0 Oui..... 1	11.

12.	A la maison, est-ce qu'il t'arrive de lire pour quelqu'un d'autre (un parent, un enfant plus jeune que toi…) ?	Non..... 0 Oui..... 1	12.
13.	Est-ce qu'il y a quelqu'un à la maison qui te raconte des histoires (des contes, des légendes, des devinettes, des proverbes, des faits passés, des histoires des grands parents, …) de temps en temps ?	Non.....0 Oui..... 1	13.
14.	A la maison, est-ce qu'il y a quelqu'un qui te lit des textes ou des récits parfois ?	Non.....0 Oui..... 1	14.
15.	Est-ce que quelqu'un t'aide quand tu fais des exercices de lecture ou d'écriture à la maison ?	Non, personne ne m'aide ..... 0 Oui, un parent .....1 Oui, un frère ou une sœur.....2 Oui, quelqu'un d'autre…….. ….3	15.
16.	Chez toi, y a-t-il…. a) une radio	Non.....0 Oui.....1 Ne sais pas 2	16. a
	b) un téléphone portable	Non.....0 Oui.....1 Ne sais pas 2	16. b
	c) l'électricité (courant électrique, solaire, autres..)	Non.....0 Oui.....1 Ne sais pas 2	16. c
	d) un téléviseur	Non.....0 Oui.....1 Ne sais pas 2	16. d
	e) des livres	Non.....0 Oui.....1 Ne sais pas 2	16. e
	f) un dictionnaire	Non.....0 Oui.....1 Ne sais pas 2	16. f

C. Environnement lettré à l'école

Dans le cas des écoles à curriculum, demandez à l'élève de répondre par rapport au cours en langue nationale (et non pas par rapport aux cours de français)

1)	Est-ce que tu as un manuel de lecture ?	Non..... 0 Oui..... 1 Ne sais pas 2	1.
2)	Tu partages ton livre ou manuel de lecture avec combien d'élèves dans ta classe ?	Je n'ai pas de manuel……0 J'ai mon propre livre, je ne partage pas ….....1 Un autre élève.....2 Deux autres élèves….....3 Trois autres élèves…….....4 Quatre autres élèves.....5 Plus de quatre autres élèves.....6	2.
3)	Est-ce que tu as l'occasion à l'école de lire dans des livres AUTRES que ton livre ou manuels de lecture?	Non..... 0 Oui..... 1 Ne sais pas 2	3.
4)	Est-ce que tu as l'occasion à l'école de lire des textes de ton choix, c'est-à-dire de lire un texte que toi tu as choisi et non pas l'enseignant ?	Non..... 0 Oui..... 1 Ne sais pas 2	4.
5)	Est-ce que tu as le droit d'apporter ton manuel ou livre de lecture (ou d'autres livres de lecture) à la maison pour lire? (Si la réponse est Non, passez à la question 7)	Non..... 0 Oui..... 1 Ne sais pas 2	5.
6)	Si oui, combien de fois par semaine apportes-tu ton livre ou manuel de lecture à la maison?	L'élève ne peut pas apporter le manuel à la maison……0 Une fois par semaine ..... 1 Deux ou trois fois par semaine.2 Quatre fois par semaine.....3 Tous les jours 4	6.
7)	Est-ce qu'il y a des livres de lecture dans ta salle de classe que tu peux lire, autres que tes manuels scolaires? (des albums pour enfants, des récits,	Non.....0 Oui.....1	7.

	….)	Ne sais pas 2	
8)	Est-ce qu'il y a une bibliothèque prés d'ici (une salle ou un bâtiment où il y a des livres que tu peux emprunter ou lire)?	Non..... 0 Oui..... 1 Ne sais pas 2	8.
9)	Est-ce qu'il y a un coin bibliothèque dans ta classe (un endroit où il y a des livres que tu peux emprunter ou lire)?	Non..... 0 Oui..... 1 Ne sais pas 2	9.
10).	Est-ce que ton enseignant(e) te lit des récits (des contes, des légendes, des albums, des poèmes …) qui ne viennent pas de ton manuel de lecture (c'est-à-dire, des récits qui se trouvent dans d'autres livres)?	Non..... 0 Oui, parfois..... 1 Oui, souvent ..... 2 Ne sais pas 3	10.
11)	Est-ce que ton enseignant(e) te dit des récits (des contes, des légendes, des poèmes, des faits passés, des histoires des grands parents, …) ?	Non.....0 Oui, parfois..... 1 Oui, souvent .....2 Ne sais pas 3	11.
12)	En classe, est-ce que l'enseignant te demande parfois d'écrire tes propres récits ou textes, c'est-à-dire de produire un texte original (au lieu de copier un texte du tableau)?	Non.....0 Oui, parfois..... 1 Oui, souvent .....2 Ne sais pas 3	12.
13)	En classe, est-ce que l'enseignant te demande de travailler avec un petit groupe d'élèves pour produire un texte ou récit, c'est-à-dire de produire un texte ou récit original (au lieu de copier un texte du tableau)?	Non.....0 Oui, parfois..... 1 Oui, souvent .....2 Ne sais pas 3	13.
14)	Est-ce que l'enseignant affiche parfois les textes produits par les élèves aux murs de la classe?	Non.....0 Oui, parfois..... 1 Oui, souvent .....2 Ne sais pas 3	14.
15)	En classe, est-ce que l'enseignant te demande parfois de lire à haute voix pour toute la classe?	Non..... 0 Oui, parfois..... 1 Oui, souvent 2	15.

		Ne sais pas 3	
16)	En classe, est-ce que l'enseignant te demande parfois de lire à haute voix pour un petit groupe d'élèves ?	Non..... 0 Oui, parfois..... 1 Oui, souvent ..... 2 Ne sais pas 3	16.
17)	En classe, est-ce que l'enseignant te demande d'écrire sur ton ardoise et ton cahier des réponses aux questions sur un texte que tu as lu ?	Non.....0 Oui, parfois..... 1 Oui, souvent ..... 2 Ne sais pas 3	17.
18)	En classe, est-ce que l'enseignant te demande de répondre oralement aux questions sur un texte que tu as lu ?	Non..... 0 Oui, parfois..... 1 Oui, souvent ..... 2 Ne sais pas 3	18.
19)	En classe, est-ce que l'enseignant te demande parfois si tu as aimé le texte et pourquoi ?	Non..... 0 Oui, parfois..... 1 Oui, souvent ..... 2 Ne sais pas 3	19.
20)	En classe, est-ce que l'enseignant te demande de faire des hypothèses sur ce qui va se passer dans un texte avant de le lire (c'est-à-dire, de faire des hypothèses à partir du titre ou des illustrations) ?	Non..... 0 Oui, parfois..... 1 Oui, souvent ..... 2 Ne sais pas 3	20.
21)	En classe, est-ce que l'enseignant te demande de travailler avec un petit groupe d'élèves pour compléter un exercice ?	Non..... 0 Oui, parfois..... 1 Oui, souvent ..... 2 Ne sais pas 3	21.
22)	Est-ce que l'enseignant te dit que tu lis bien ?	Non..... 0 Oui, parfois..... 1 Oui, souvent ..... 2 Ne sais pas 3	22.
23)	Est-ce que l'enseignant te dit que tu écris bien ?	Non..... 0	23.

		Oui, parfois..... 1 Oui, souvent ..... 2 Ne sais pas 3	
24)	A partir de quelle année (quel niveau) est-ce qu'un élève sait lire ?	Première année d'école……1 (Niveau 1, première année) Deuxième année d'école…..….2 (Niveau 1, deuxième année) Troisième année d'école……...3 (Niveau 2, première année) Quatrième année d'école……4 (Niveau 2, deuxième année) Cinquième année d'école….....5 (Niveau 3, première année) Sixième année d'école……6 (Niveau 3, deuxième année)	24.
25)	A partir de quelle année (quel niveau) est-ce qu'un élève sait écrire ?	Première année d'école……..……1 (Niveau 1, première année) Deuxième année d'école……2 (Niveau 1, deuxième année) Troisième année d'école……..3 (Niveau 2, première année) Quatrième année d'école……4 (Niveau 2, deuxième année) Cinquième année d'école……5 (Niveau 3, première année) Sixième année d'école……6 (Niveau 3, deuxième année)	25.

D. Perceptions des élèves par rapport à l'école et à la lecture et l'écriture

1.	Aimes-tu aller à l'école?	Non.....0 Oui.....1 Ne sais pas 2	1.
2.	Aimes-tu lire à l'école ?	Non.....0 Oui.....1 Ne sais pas…….....2	2.
3.	Aimes-tu écrire des phrases ou des textes à l'école ?	Non.....0 Oui.....1 Ne sais pas….....2	3.
4.	Est-il important pour toi d'apprendre à lire ?	Non.....0 Oui.....1 Ne sais pas 2	4.
5.	Est-il important pour toi d'apprendre à écrire ?	Non.....0 Oui.....1 Ne sais pas…….....2	5.
6.	Est-il difficile d'apprendre à lire ?	Non.....0 Oui.....1 Ne sais pas ….....2	6.
7.	Est-il difficile d'apprendre à écrire ?	Non.....0 Oui.....1 Ne sais pas 2	7.
8.	Est-ce que tu penses que tous tes amis vont pouvoir apprendre à lire ?	Non.....0 Oui.....1 Ne sais pas.....2	8.
9.	Est-ce que tu penses que tous tes amis vont pouvoir apprendre à écrire ?	Non..... 0 Oui.....1 Ne sais pas.....2	9.
10.	Est-ce que tu lis bien ?	Non..... 0	10.

		Oui, assez bien.....1 Oui, très bien .....2 Ne sais pas 3	
11.	Est-ce que tu pourras m'écrire un texte original de 2 ou plusieurs phrases ?	Non..... 0 Oui.....1 Ne sais pas.....2	11.
12.	Est-ce que tu pourras me prononcé un récit (que tu as lu, que tu as entendu quelque part) ?	Non..... 0 Oui.....1 Ne sais pas.....2	12.

Remercie l'élève de sa participation. Ensuite, poser les questions suivantes à son enseignant de classe :

E. Questions à poser à l'enseignant(e) de classe de cet élève
1. Comment qualifierez-vous la performance de cet élève en lecture, par rapport aux attentes du programme d'étude ? _____ 1 = très faible, il/elle est parmi les plus faibles de la classe 2 = assez faible 3 = moyenne; il/elle lit à niveau acceptable pour son niveau 4 = forte; il/elle est parmi les meilleurs de la classe
2. Comment qualifierez-vous la performance de cet élève en écriture ? _____ 1 = très faible, il/elle est parmi les plus faibles de la classe 2 = assez faible 3 = moyenne; il/elle écrit à niveau acceptable pour son niveau 4 = forte; il/elle est parmi les meilleurs de la classe
3. Avez-vous l'impression que les parents de cet élève suivent régulièrement ses progrès ?_____ 1 = oui 2 = non
4. Quel est votre statut? :_____ *Enseignant communautaire = 1 Enseignant titulaire = 2, Medersa = 3*

5.3 SUMMARY TABLES- Chi Square Analysis

Section B: Languages spoken at home and home learning environment - ANALYSIS BY GRADE LEVEL

	Percentage of "YES"			Significance		
Item	Grade 2	Grade 4	Over all	Chi square	df	p
Did you attend kindergarten?	20%	18%	19%	---	---	---
Do you speak French with your friends outside class?	0,3%	0,7%	0,5%	---	---	---
Does your mother (or the person who acts as your mother) know how to read?	34%	36%	36%	---	---	---
Does your mother (or the person who acts as your mother) know how to write?	35%	37%	35%	---	---	---
Does your father (or the person who acts as your father) know how to read?	59%	53%	56%	---	---	---
Does your father (or the person who acts as your father) know how to write?	60%	52%	56%	---	---	---
Do your brothers and sisters know how to read?	84%	80%	82%	---	---	---
Do your brothers and sisters know how to write?	84%	80%	82%	---	---	---
Does your mother (or the person who acts as your mother) read at home?	27%	27%	27%	---	---	---
Does your father (or the person who acts as your father) read at home?	47%	41%	44%	---	---	---
Do you read at home?	57%	78%	67%	34,378	1	,000
Do you ever read for someone else at home?	17%	37%	27%	31,1	1	,000
Is there someone at home who tells you stories from time to time?	59%	67%	62%	4,083	1	,043
Is there someone at home who reads to you from time to time?	31%	43%	37%	8,05	1	,005
Is there someone at home who helps you with your reading and writing homework?	62%	64%	63%	---	---	---
Do you have a radio at home?	88%	93%	90%	6,358	2	,042
Do you have a cell phone at home?	81%	82%	81%	---	---	---
Do you have a electricity at home?	58%	53%	56%	---	---	---
Do you have a television at home?	59%	58%	59%	---	---	---
Do you have books at home?	41%	48%	45%	---	---	---
Do you have a dictionary at home?	10%	13%	11%	---	---	---

Section B: Languages spoken at home and home learning environment - ANALYSIS BY TYPE OF SCHOOL

	Percentage of "YES"			Significance		
Item	Classical	Curriculum	Overall	Chi square	df	p
Did you attend kindergarten?	16%	22%	19%	---	---	---
Do you speak French with your friends outside class?	0,4%	0,6%	0,5%	---	---	---
Does your mother (or the person who acts as your mother) know how to read?	25%	42%	35%	17,693	1	,000
Does your mother (or the person who acts as your mother) know how to write?	29%	42%	36%	9,974	1	,002
Does your father (or the person who acts as your father) know how to read?	52%	60%	57%	4,088	1	,043
Does your father (or the person who acts as your father) know how to write?	53%	59%	57%	---	---	---
Do your brothers and sisters know how to read?	77%	84%	82%	4,573	1	,032
Do your brothers and sisters know how to write?	79%	84%	82%			
Does your mother (or the person who acts as your mother) read at home?	23%	30%	27%	3,866	1	,049
Does your father (or the person who acts as your father) read at home?	42%	46%	45%	---	---	---
Do you read at home?	69%	65%	67%	---	---	---
Do you ever read for someone else at home?	26%	28%	27%	---	---	---
Is there someone at home who tells you stories from time to time?	58%	66%	63%	4,102	1	,043
Is there someone at home who reads to you from time to time?	34%	39%	37%	---	---	---
Is there someone at home who helps you with your reading and writing homework?	56%	69%	63%	14,101	3	,003
Do you have a radio at home?	87%	93%	90%	7,265	2	,026
Do you have a cell phone at home?	73%	88%	82%	24,362	1	,000
Do you have a electricity at home?	44%	65%	56%	25,031	2	,000
Do you have a television at home?	54%	63%	59%	4,4148	1	,042
Do you have books at home?	44%	47%	45%	---	---	---
Do you have a dictionary at home?	6%	15%	11%	14,995	2	,001

Section B: Languages spoken at home and home learning environment – ANALYSIS BY ZONE

	Percentage of "YES"			Significance		
Item	Rural	Urban	Over all	Chi square	df	p
Did you attend kindergarten?	5,4%	33,6%	19%	79,010	2	,000
Do you speak French with your friends outside class?	0	0,10	0,5%	10,460	2	,005
Does your mother (or the person who acts as your mother) know how to read?	27,9%	42,9%	36%	14,666	1	,000
Does your mother (or the person who acts as your mother) know how to write?	28,2%	44,9%	35%	17,789	1	,000
Does your father (or the person who acts as your father) know how to read?	43,45	70,5%	56%	44,469	1	,000
Does your father (or the person who acts as your father) know how to write?	45,2%	68,2%	56%	32,036	1	,000
Do your brothers and sisters know how to read?	73,4%	91,4%	82%	31,917	1	,000
Do your brothers and sisters know how to write?	74,3%	90,9%	82%	27,572	1	,000
Does your mother (or the person who acts as your mother) read at home?	22,0%	32,6%	27%	8,471	1	,004
Does your father (or the person who acts as your father) read at home?	35,2	53,7%	44%	20,678	1	,000
Do you read at home?	62,2%	72,2%	67%	6,804	1	,009
Do you ever read for someone else at home?	24,8%	29,4	27%			
Is there someone at home who tells you stories from time to time?	56,6%	68,8%	62%	9,405	1	,002
Is there someone at home who reads to you from time to time?	32,2%	41,6%	37%	5,73	1	,017
Is there someone at home who helps you with your reading and writing homework?	54,0%	74%	63%	36,849	3	,000
Do you have a radio at home?	89,8%	90,6%	90%			
Do you have a cell phone at home?	71,36%	93,1%	81%	47,446	1	,000
Do you have a electricity at home?	35,6%	78,8%	56%	114,626	2	,000
Do you have a television at home?	40,0%	79,6%	59%	97,589	1	,000
Do you have books at home?	37,6%	52,3%	45%	13,997	2	,001
Do you have a dictionary at home?	7,0%	15,6%	11%	16,763	2	,000

Section B: Languages spoken at home and home learning environment – ANALYSIS BY SEX

	Percentage of "YES"			Significance		
Item	Boys	Girls	Overall	Chi square	df	p
Did you attend kindergarten?	19,3%	19,1%	19%	---	---	---
Do you speak French with your friends outside class?	O,3%	0,7%	0,5%	---	---	---
Does your mother (or the person who acts as your mother) know how to read?	36,3%	33,3%	36%	---	---	---
Does your mother (or the person who acts as your mother) know how to write?	37,5%	34,5%	35%	---	---	---
Does your father (or the person who acts as your father) know how to read?	52,7%	58,8%	56%	---	---	---
Does your father (or the person who acts as your father) know how to write?	53,0%	58,0%	56%	---	---	---
Do your brothers and sisters know how to read?	85,3%	78,5%	82%	4,51	1	0,034
Do your brothers and sisters know how to write?	85,4%	79,0%	82%			
Does your mother (or the person who acts as your mother) read at home?	29,4%	24,1%	27%	---	---	---
Does your father (or the person who acts as your father) read at home?	43,2%	44,1%	44%	---	---	---
Do you read at home?	69,1%	64,8%	67%	---	---	---
Do you ever read for someone else at home?	30,3%	24,1%	27%	---	---	---
Is there someone at home who tells you stories from time to time?	63,5%	61,1%	62%	---	---	---
Is there someone at home who reads to you from time to time?	39,5%	33,3%	37%	---	---	---
Is there someone at home who helps you with your reading and writing homework?	63%	64%	63%	---	---	---
Do you have a radio at home?	88%	92%	90%	---	---	---
Do you have a cell phone at home?	80%	83%	81%	---	---	---
Do you have a electricity at home?	54%	58%	56%	---	---	---
Do you have a television at home?	56%	61%	59%	---	---	---
Do you have books at home?	44%	45%	45%	---	---	---
Do you have a dictionary at home?	9,7%	12%	11%	---	---	---

Section C: literacy environment at the school

ANALYSIS BY TYPE OF SCHOOL

	Percentage of "YES"			Significance		
Item	Classical	Curriculum	Overall	Chi square	df	p
Classroom resources						
Do you have a reading text book?	64,4%	55,6%	59%	4,623	1	,032
Do you share your text book with more than 2 students?	5,3%	4,0%	4,5%	19,416	6	,004
Do you have the right to take your reading textbook (or your language arts textbook or other books) home to read?	65,5%	49,9%	56,3%	16,697	2	,000
Are you allowed to take your textbook(s) home to read more than once a week?	80,1%	65,3%	71,7%	17,238	4	,002
Personal reading (reading for pleasure)						
Do you have the opportunity at school to read books OTHER than your reading/language textbook?	20%	18,4%	19,1%	---	---	---
Do you have the opportunity to read books of your own choosing, ie, books that you choose yourself and that are not chosen by your teacher?	25,8%	27,1%	26,6%	---	---	---
Are there any other books in the classroom that you can read, apart from your textbook?	11,8%	19,1%	16,1%	6,833	2	,033
Is there a library close to your school (or in your school) where there are books to read or to borrow?	4,1%	14,0%	9,9%	19,190	2	,000
Is there a reading corner in your classroom?	3,2%	7,1%	5,5%	7,787	2	,000
Does your teacher every read you stories (poems, fables, legends...) that do NOT come from your text book?	41,1%	63,7%	54,4%	30,651	2	,000
Does you teacher ever tell you stories? (fables, legends, poems, stories of the elders...)	51,6%	69,4%	62,1%	19,472	2	,000
Personal, spontaneous writing						
In class, does your teacher ever ask you to WRITE your own stories or texts (as opposed to copying a text from the board)?	16,2%	27,2%	22,7%	10,466	2	,005
In class, does your teacher ever ask you to work with a small group to produce an original text or a story (as opposed to copying a text from the board)?	34,6%	56,5%	47,5%	28,304	2	,000
Publishing						
Does your teacher sometimes post on the wall texts produced by classmates?	8,5%	31,0%	21,8%	43,294	2	,000

Fluency						
Does your teacher ask you sometimes to read out loud?	89,1%	88,3%	88,6%	---	---	---
Does your teacher sometimes ask you to read out loud for a small group of classmates?	47%	56,4%	52,2%	6,102	2	,047
Comprehension						
In class, does your teacher ask you to predict what will happen in a text or story before you read it (for example, make predictions based on the title, or the illustrations)?	22,3%	22,8%	22,6%	---	---	---
In class, does your teacher sometimes ask you to work with a small group of students to complete an exercise	36,2%	60,9%	50,7%	36,659	2	,000
Does your teacher ask you to write on your slate or in your notebook answers to questions on a text that you have read?	61,5%	72,0%	67,7%	7,283	1	,007
Does your teacher ask you to answer orally questions on a text you have read?	86,9%	88,2%	87,6%	---	---	---
Engagement and personal reaction						
Does your teacher sometimes ask you if you have liked a text or story, and why?	26,0%	39,2%	33,7%	11,182	1	,001
Feedback and Encouragement						
Does your teacher ever tell you that you read well?	84,4%	85,3%	84,9%	---	---	---
Does your teacher ever tell you that you write well?	88,6%	93,1%	91,3%	---	---	---

	GR 1	GR 2	GR 3	GR 4	GR 5	GR6
Beginning at what grade level can a student read?						
Classical	**14,8%**	**19,7%**	**27,0%**	**18,0%**	**6,1%**	**14,3%**
Curriculum	16,6%	23,3%	15,1%	18,3%	10,8%	16,0%
Overall	**16,0%**	**21,9%**	**20,0%**	**18,0%**	**8,8%**	**15,3%**
Beginning at what grade level do students know how to write?7						
Classical	**14,3%**	**24,2%**	**23,4%**	**17,6%**	**7,8%**	**12,7%**
Curriculum	17,3%	25,9%	12,4%	17,6%	11,2%	15,6%
Overall	**16,2%**	**25,5%**	**16,9%**	**17,4%**	**9,7%**	**14,2%**

Section C: literacy environment at the school

[7] Significant difference for writing only. Chi square of 18,737, 10 df, p=.044.

ANALYSIS BY ZONE

	Percentage of "YES"			Significance		
Item	Rural	Urban	Overall	Chi square	df	p
Classroom resources						
Do you have a reading text book?	55,6%	61,5%	59%	---	---	---
Do you share you text book with more than 2 students?	4,8%	4,1%	4,5%	---	---	---
Do you have the right to take your reading text book (or your language arts textbook or other books) home to read?	*55,5%*	*56,1%*	*56,2%*	*6,913*	*2*	*,032*
Are you allowed to take your text book(s) home to read more than once a week?	69,8%	72,9%	71,5%	---	---	---
Are there any other books in the classroom that you can read, apart from your textbook?	*12,5%*	*19,4%*	*15,9%*	*8,815*	*2*	*0,017*
Personal reading (reading for pleasure)						
Do you have the opportunity at school to read books OTHER than your reading/language textbook?	*15,1%*	*22,9%*	*18,9%*	*8,423*	*2*	*,015*
Do you have the opportunity to read books of your own choosing, ie, books that you choose yourself and that are not chosen by your teacher?	28,4%	24,2%	26,3%	---	---	---
Is there a library close to your school (or in your school) where there are books to read or to borrow?	*1,9%*	*19,8%*	*10,1%*	*8,815*	*2*	*,000*
Is there a reading corner in your classroom?	*2,9%*	*8,7%*	*5,6%*	*15,038*	*2*	*,001*
Does your teacher every read you stories (poems, fables, legends...) that do NOT come from your text book?	*42,4%*	*67,5%*	*54,4%*	*39,313*	*2*	*,000*
Does you teacher ever tell you stories? (fables, legends, poems, stories of the elders...)	58,0%	66,7%	62,1%	---	---	---
Personal, spontaneous writing						
In class, does your teacher ever ask you to WRITE your own stories or texts (as opposed to copying a text from the board)?	21,6%	24,6%	22,7%	---	---	---
In class, does your teacher ever ask you to work with a small group to produce an original text or a story (as opposed to copying a text from the board)?	*37,8%*	*57,3%*	*47,2%*	*23,046*	*2*	*,000*
Publishing						
Does your teacher sometimes post on the wall texts produced by classmates?	*16,2%*	*28,0%*	*21,9%*	*12,260*	*2*	*,002*
Fluency						
Does your teacher ask you sometimes to read out loud?	87,3%	90,0%	88,6%			

Does your teacher sometimes ask you to read out loud for a small group of classmates?	*43,6%*	*61,2%*	*52,2%*	*20,219*	*2*	*,000*
Comprehension						
In class, does your teacher ask you to predict what will happen in a text or story before you read it (for example, make predictions based on the title, or the illustrations)?	*26,8%*	*17,8%*	*22,7%*	*8,924*	*2*	*,012*
In class, does your teacher sometimes ask you to work with a small group of students to complete an exercise	*44,6%*	*57,5%*	*50,5%*	*11,846*	*2*	*,003*
Does your teacher ask you to write on your slate or in your notebook answers to questions on a text that you have read?	*61,9%*	*73,8%*	*67,6%*	*9,683*	*1*	*,002*
Does your teacher ask you to answer orally questions on a text you have read?	89,5%	86,0%	87,8%	---	---	---
Engagement and personal reaction						
Does your teacher sometimes ask you if you have liked a text or story, and why?	33,4%	34,3%	33,9%	---	---	---
Feedback and Encouragement						
Does your teacher ever tell you that you read well?	85,4%	85%	85,1%	---	---	---
Does your teacher ever tell you that you write well?	90,5%	92,7%	91,3%	---	---	---

Beginning at what grade level can a student read?[8]						
Zone	**GR 1**	**GR 2**	**GR 3**	**GR 4**	**GR 5**	**GR6**
Rural	12,6%	19,4%	24,3%	19,4%	7,1%	17,2%
Urban	20,3%	24,1%	14,7%	16,8%	10,5%	13,6%
Overall	16,0%	21,9%	20,0%	18,0%	8,8%	15,3%
Beginning at what grade level do students know how to write?[9]						
Rural	12,6%	21,6%	21,3%	20,0%	8,7%	15,8%
Urban	20,1%	30,2%	11.1%	14,9%	10,8%	12,8%
Overall	16,2%	25,5%	16,9%	17,4%	9,7%	14,2%

[8] Significant : Chi square of 17,485, df= 5, p=,004

[9] Significant : Chi square of 22,725, df=5, p=,000

Section C: literacy environment at the school

ANALYSIS BY SEX

	Percentage of "YES"			Significance		
Item	Boys	Girls	Overall	Chi square	df	p
Classroom resources						
Do you have a reading book?	59,1%	57,5%	59%	---	---	---
Do you share your text book with more than 2 students?	5,0%	4,4%	4,6%	---	---	---
Do you have the right to take your reading text book (or your language arts textbook or other books) home to read?	55,8%	55,4%	56,2%	---	---	---
Are you allowed to take your text book(s) home to read more than once a week?	69,6%	72,6%	71,5%	---	---	---
Are there any other books in the classroom that you can read, apart from your textbook?	17,8%	14,1%	15,9%	---	---	---
Personal reading (reading for pleasure)				---	---	---
Do you have the opportunity at school to read books OTHER than your reading/language textbook?	18,7%	19,2%	18,9%	---	---	---
Do you have the opportunity to read books of your own choosing, ie, books that you choose yourself and that are not chosen by your teacher?	27,2%	25,5%	26,3%	---	---	---
Is there a library close to your school (or in your school) where there are books to read or to borrow?	11,4%	9,0%	10,1%	---	---	---
Is there a reading corner in your classroom?	6,6%	4,3%	5,6%	---	---	---
Does your teacher every read you stories (poems, fables, legends...) that do NOT come from your text book?	55,3%	52,8%	54,4%	---	---	---
Does you teacher ever tell you stories? (fables, legends, poems, stories of the elders...)	62,7%	61,2%	62,1%	---	---	---
Personal, spontaneous writing						
In class, does your teacher ever ask you to WRITE your own stories or texts (as opposed to copying a text from the board)?	23%	23,1%	22,7%	---	---	---
In class, does your teacher ever ask you to work with a small group to produce an original text or a story (as opposed to copying a text from the board)?	47,2%	47,4%	47,2%	---	---	---
Publishing						
Does your teacher sometimes post on the wall texts produced by classmates?	23,0%	21,1%	21,9%	---	---	---
Fluency						
Does your teacher ask you sometimes to read	87,7%	89,3%	88,6%	---	---	---

out loud?						
Does your teacher sometimes ask you to read out loud for a small group of classmates?	51,3%	53,2%	52,2%	---	---	---
Comprehension						
In class, does your teacher ask you to predict what will happen in a text or story before you read it (for example, make predictions based on the title, or the illustrations)?	20,7%	24,0%	22,7%	---	---	---
In class, does your teacher sometimes ask you to work with a small group of students to complete an exercise	50,3%	50,5%	50,5%	---	---	---
Does your teacher ask you to write on your slate or in your notebook answers to questions on a text that you have read?	65,8%	69,3%	67,6%	---	---	---
Does your teacher ask you to answer orally questions on a text you have read?	87,8%	87,9%	87,8%	---	---	---
Engagement and personal reaction						
Does your teacher sometimes ask you if you have liked a text or story, and why?	34,3%	33,2%	33,9%	---	---	---
Feedback and Encouragement						
Does your teacher ever tell you that you read well?	87,8%	82,5%	85,1%	---	---	---
Does your teacher ever tell you that you write well?	92,7%	89,9%	91,3%	---	---	---

Note: None of the differences with respect to gender are significant.

	GR 1	GR 2	GR 3	GR 4	GR 5	GR6
Beginning at what grade level can a student read?						
Boys	15,1%	21,4%	20,7%	18,4%	8,0%	16,4%
Girls	17,8%	22,3%	19,2%	18,2%	8,6%	14,0%
Overall	16,0%	21,9%	20,0%	18,0%	8,8%	15,3%
Beginning at what grade level do students know how to write ?						
Boys	14,7%	24,2%	18,1%	18,1%	10,7%	14,0%
Girls	18,0%	27,1%	15,6%	16,9%	8,1%	14,2%
Overall	16,2%	25,5%	16,9%	17,4%	9,7%	14,2%

Section C: literacy environment at the school

ANALYSIS BY GRADE

	Percentage of "YES"			Significance		
Item	Grade 2	Grade 4	Overall	Chi square	df	p
Classroom resources						
Do you have a reading text book?	46,4%	71,0	59%	37,245	1	.000
Do you share your text book with more than 2 students?	2,7%	4,8%	4,6%	48,201	6	,000
Do you have the right to take your reading book (or your language arts textbook or other books) home to read?	45,4%	66,6%	56,2%	26,725%	2	,000
Are you allowed to take your text book(s) home to read more than once a week?	62,7%	77,7%	71,5%	14,936	4	,005
Personal reading (reading for pleasure)						
Do you have the opportunity at school to read books OTHER than your reading/language textbook?	11,1%	27,3%	18,9%	27,902	2	,000
Do you have the opportunity to read books of your own choosing, ie, books that you choose yourself and that are not chosen by your teacher?	17,2%	36,3%	26,3%	27,795	2	,000
Are there any other books in the classroom that you can read, apart from your textbook?	11,9%	20,0%	15,9%	11,082	2	,004
Is there a library close to your school (or in your school) where there are books to read or to borrow?	8,2%	13,0%	10,1%	---	---	---
Is there a reading corner in your classroom?	5,2%	6,5%	5,6%			
Does your teacher every read you stories (poems, fables, legends...) that do NOT come from your text book?	51,6%	56,7%	54,4%	10,0377	2	,006
Does you teacher ever tell you stories? (fables, legends, poems, stories of the elders...)	61,2%	63,0%	62,1%	7,713	2	,021
Personal, spontaneous writing						
In class, does your teacher ever ask you to WRITE your own stories or texts (as opposed to copying a text from the board)?	9,1%	38,0%	22,7%	70,241	2	,000
In class, does your teacher ever ask you to work with a small group to produce an original text or a story (as opposed to copying a text from the board)?	40,1%	55,8%	47,2%	19,761	2	,000
Publishing						
Does your teacher sometimes post on the wall texts produced by classmates?	19,3%	24,9%	21,9%	7,254	2	,0027
Fluency						

Does your teacher ask you sometimes to read out loud?	83,4%	93,9%	88,6%	16,210	2	,000
Does your teacher sometimes ask you to read out	41,8%	62,1%	52,2%	25,261	2	,000
Comprehension						
In class, does your teacher ask you to predict what will happen in a text or story before you read it (for example, make predictions based on the title, or the illustrations)?	15,8%	29,7%	22,7%	20,907	2	,000
In class, does your teacher sometimes ask you to work with a small group of students to complete an exercise	41,5%	60,3	50,5%	23,571	2	,000
Does your teacher ask you to write on your slate or in your notebook answers to questions on a text that you have read?	59,3%	75,7%	67,6%	18,111	1	,000
Does your teacher ask you to answer orally questions on a text you have read?	81,5%	94,5%	87,8%	23,692	2	,000
Engagement and personal reaction						
Does your teacher sometimes ask you if you have liked a text or story, and why?	27,5%	40,2%	33,9%	10,678	1	,001
Feedback and Encouragement						
Does your teacher ever tell you that you read well?	80,9%	89,6%	85,1%	8,769	2	,012
Does your teacher ever tell you that you write well?	90,2%	92,5%	91,3%	---	---	---

	GR 1	GR 2	GR 3	GR 4	GR 5	GR6
Beginning at what grade level can a student read?[10]						
Grade 2	14,0%	30,4%	20,4%	14,7%	5,7%	14,7%
Grade 4	18,8%	15,4%	18,8%	21,9%	11,6%	15,8%
Overall	16,0%	21,9%	20,0%	18,0%	8,8%	15,3%
Beginning at what grade level do students know how to write?[11]						
Grade 2	14,9%	31,5%	17,5%	13,5%	7,6%	14,9%
Grade 4	17,1%	20,2%	15,4%	21,9%	12,0%	13,4%
Overall	16,2%	25,5%	16,9%	17,4%	9,7%	14,2%

[10] Differences in perception are significant. Chi square of 33,164, df=5, p=,000

[11] Differences in perception are significant. Chi square of 17,118, df=5, p=,004

Section D: Students' perceptions of reading and writing - ANALYSIS BY SEX

Item	Percentage of "YES"			Significance		
	Boys	Girls	Overall	Chi square	df	p
Do you like going to school?	99%	99%	99%	---	---	---
Do you like to read at school?	99%	99%	99%	---	---	---
Do you like to write sentences and texts at school?	97%	97%	97%	---	---	---
Is it important to learn to read?	98%	97%	98%	---	---	---
Is it important to learn to write?	97%	97%	97%	---	---	---
Is it difficult to learn to read?	49%	50%	49%	---	---	---
Is it difficult to learn to write?	37%	42%	39%	---	---	---
Do you think that all of your friends will learn to read?	64%	70%	67%	---	---	---
Do you thing that all of your friends will learn to write?	75%	77%	76%	---	---	---
Are you a good reader?	88%	83%	85%	8,403	3	,038
Would you be able to write for me a short text composed of 2 original sentences?	38%	37%	38%	---	---	---
Would you be able to tell me a story (that you have read or heard somewhere)?	43%	44%	44%	---	---	---

Section D: Students' perceptions of reading and writing - ANALYSIS BY TYPE OF SCHOOL

Item	Percentage of "YES"			Significance		
	Classique	Curriculum	Overall	Chi square	df	p
Do you like going to school?	98%	99%	98%	---	---	---
Do you like to read at school?	99%	99%	99%	---	---	---
Do you like to write sentences and texts at school?	97%	98%	98%	---	---	---
Is it important to learn to read?	97%	98%	98%	---	---	---
Is it important to learn to write?	97%	98%	97%	---	---	---
Is it difficult to learn to read?	49%	49%	49%	---	---	---
Is it difficult to learn to write?	37%	40%	39%	---	---	---
Do you think that all of your friends will learn to read?	64%	69%	67%	---	---	---
Do you thing that all of your friends will learn to write?	73%	77%	75%	---	---	---
Are you a good reader?	83%	88%	86%	---	---	---
Would you be able to write for me a short text composed of 2 original sentences?	38%	37%	37%	---	---	---
Would you be able to tell me a story (that you have read or heard somewhere)?	39%	48%	45%	6,040	2	0,049

Section D: Students' perceptions of reading and writing - ANALYSIS BY ZONE

Item	Percentage of "YES"			Significance		
	Rural	Urban	Overall	Chi square	df	p
Do you like going to school?	98%	99%	99%	---	---	---
Do you like to read at school?	98%	99%	99%	---	---	---
Do you like to write sentences and texts at school?	97%	98%	97%	---	---	---
Is it important to learn to read?	*97%*	*100%*	*98%*	*7,798*	*2*	*,020*
Is it important to learn to write?	*96%*	*99%*	*98%*	*7,772*	*2*	*,021*
Is it difficult to learn to read?	48%	50%	49%	---	---	---
Is it difficult to learn to write?	38%	40%	39%	---	---	---
Do you think that all of your friends will learn to read?	*56%*	*77%*	*66%*	*33,183*	*2*	*,000*
Do you thing that all of your friends will learn to write?	*69%*	*82%*	*75%*	*19,562*	*2*	*,000*
Are you a good reader?	85%	86%	85%	---	---	---
Would you be able to write for me a short text composed of 2 original sentences?	36%	38%	37%	---	---	---
Would you be able to tell me a story (that you have read or heard somewhere)?	*40%*	*49%*	*44%*	*12,177*	*2*	*,002*

Students' perceptions of reading and writing - ANALYSIS BY GRADE

Item	Percentage of "YES"			Significance		
	Grade 2	Grade 4	Overall	Chi square	df	p
Do you like going to school?	98%	99%	99%	---	---	---
Do you like to read at school?	98%	100%	99%	6,736	2	,034
Do you like to write sentences and texts at school?	96,7	98%	97%	---	---	---
Is it important to learn to read?	97%	99%	98%	---	---	---
Is it important to learn to write?	97%	98%	97%	---	---	---
Is it difficult to learn to read?	52%	48%	49%	---	---	---
Is it difficult to learn to write?	39%	38%	39%	---	---	---
Do you think that all of your friends will learn to read?	67%	65%	66%	---	---	---
Do you thing that all of your friends will learn to write?	74%	76%	75%	---	---	---
Are you a good reader?	72%	75%	74%	---	---	---
Would you be able to write for me a short text composed of 2 original sentences?	26%	48%	37%	34,317	2	,000
Would you be able to tell me a story (that you have read or heard somewhere)?	38%	52%	45%	12,660	2	,002

Teachers' perceptions of students

	Zone		Type		Grade		Sex		Status of Teacher	
	Rural	Urban	Class	Curr	2	4	Boys	Girls	Comm	Civil servant
Percentage of students who are										
Very weak	*12%*	*24%*[12]	*19%*	*17%*[13]	19%	17%	19%	16%	*12%*	*21%*[14]
Relatively week	*22%*	*21%*	*16%*	*26%*	22%	20%	19%	24%	*19%*	*23%*
Average	*45%*	*43%*	*42%*	*44%*	41%	47%	42%	46%	*42%*	*44%*
Strong...readers	*21%*	*13%*	*23%*	*13%*	18%	16%	20%	15%	*27%*	*13%*
Percentage of students who are										
Very weak	10%	13%	10%	12%	13%	10%	11%	11%	*7%*	*13%*[15]
Relatively week	23%	17%	22%	18%	20%	20%	18%	23%	*19%*	*21%*
Average	42%	50%	44%	49%	42%	50%	46%	46%	*44%*	*47%*
Strong...writers	25%	19%	24%	21%	25%	20%	26%	20%	*31%*	*19%*
Percentage of parents who follow their child's progress										
	39%	*27%*[16]	*40%*	*29%*[17]	30%	37%	34%	33%	*47%*	*27%*[18]
Status of teacher										
Community teacher	*47%*	*16%*[19]	*52%*	*18%*[20]	35%	65%				
Civil servant	*54%*	*84%*	*48%*	*82%*	30%	60%				

[12] Differences are significant. Chi square = 15,921, df=2, p=,001

[13] Differences are significant. Chi square=12,822, df=3, p=,005

[14] Differences are significant. Chi square = 17,814, df=3, p=,000

[15] Differences are significant. Chi square = 11,405, df=3, p=,010

[16] Differences are significant. Chi square = 8,282, df=1, p=,004

[17] Differences are significant Chi square = 7,734, df=1, p=,005

[18] Differences are significant. Chi square = 19,713, df=1, p=,000

[19] Differences are significant. Chi square = 57,822, df=1, p=,000

[20] Differences are significant. Chi square = 69,603, df=1, p=,000