



**Contract N°: IQC # EDH-I-00-05-00031-00**  
**Order N°: EDH-I-03-05-00031**

**STUDY OF MALIAN IFM INSTRUCTORS' PRACTICES  
AND PROFESSIONAL DEVELOPMENT NEEDS WITH RESPECT  
TO READING AND WRITING METHODOLOGY**

October 19, 2009

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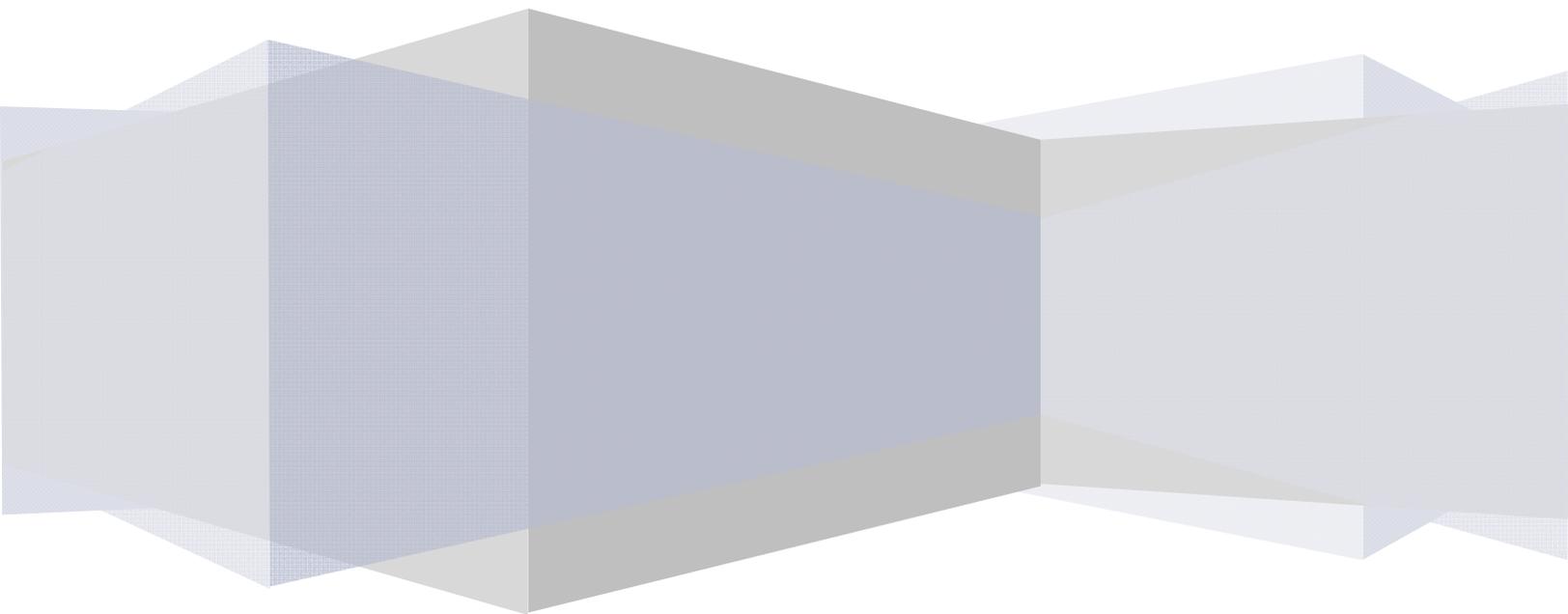
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This document was produced for review by the  
United States Agency for International Development  
by Norma Evans, Education Development Center, Inc.  
for the USAID/PHARE Program.

**Study of Malian IFM Instructors'  
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Methodology**



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

*This study is made possible by the support of the American People through the United States Agency for International Development (USAID.) The contents of this report are the sole responsibility of Education Development Center, Inc and do not necessarily reflect the views of USAID or the United States Government.*

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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 specific aspects of teachers' reading and writing instructional practices need to change if students are to perform at desired levels. No systematic assessments have been conducted to measure the extent to which teachers' literacy instructional practices, attitudes and beliefs align with what evidence-based research tells us about "good" language teaching. 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 PHARE (**P**rogramme **H**armonisé d'**A**ppui au **R**enforcement de l'Éducation) 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 Early Grade Reading Assessment (EGRA) pilot provide an initial indication of the degree to which Malian students are underperforming in the key areas of reading and writing. One third of grade two students tested could not recognize any letters of the alphabet. The vast majority of students (86%) could not read any of the most common, familiar words listed. Not surprisingly, when presented with a short text, 96% of children could not read any of the words. Although grade four students performed better on the test, nine percent of them were still unable to recognize any of the letters of the alphabet and one student out of two (48%) was unable to read the most common, familiar words. The majority (65%) of students at this grade level were unable to read any of the words in a short, age-appropriate text. Although the EGRA data were collected using draft instruments and hence the results cannot be interpreted as definitive, they do suggest the majority of Malian classrooms are not providing learners "with competencies enabling them to participate actively in public life or to continue their studies," as is called for in the country's fundamental law on education.

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.<sup>1</sup>

In order to complete and validate that snapshot, during the same December-January period the PHARE program worked with the Ministry to conduct a parallel study on students' attitudes, beliefs and learning experiences with respect to reading and writing.<sup>2</sup> The study examined the extent to which students' 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 of the two studies provide an initial snapshot of what is happening in Malian primary classrooms and in students' homes and communities to support their literacy development.

Research has long concluded that teachers' instructional practices are determined in large part by their own personal learning experiences, and to a lesser degree by the trainings they have received. For that reason, in January 2009 the Ministry decided to undertake, with the technical assistance of the PHARE-USAID/EDC program, a third study to collect data on the nature of the reading/writing methodology programs offered at the IFMs (Institut de Formation des Maîtres) as part of the primary teacher preservice program. The study would examine the extent of IFM instructors' knowledge of current reading and writing methodologies, as well as the depth and breadth of their training in the two areas. It would also document the types of instructional practices IFM instructors use in their reading and writing methodology classes to introduce beginning teachers to the fundamental principles of effective reading and writing teaching, as well as the challenges they face in implementing effective reading and writing preservice programs. Finally, it would document instructors' perceptions of their professional development needs and priorities, as well as their recommendations for improving the teaching of reading and writing, both in the IFM and in the primary classrooms.

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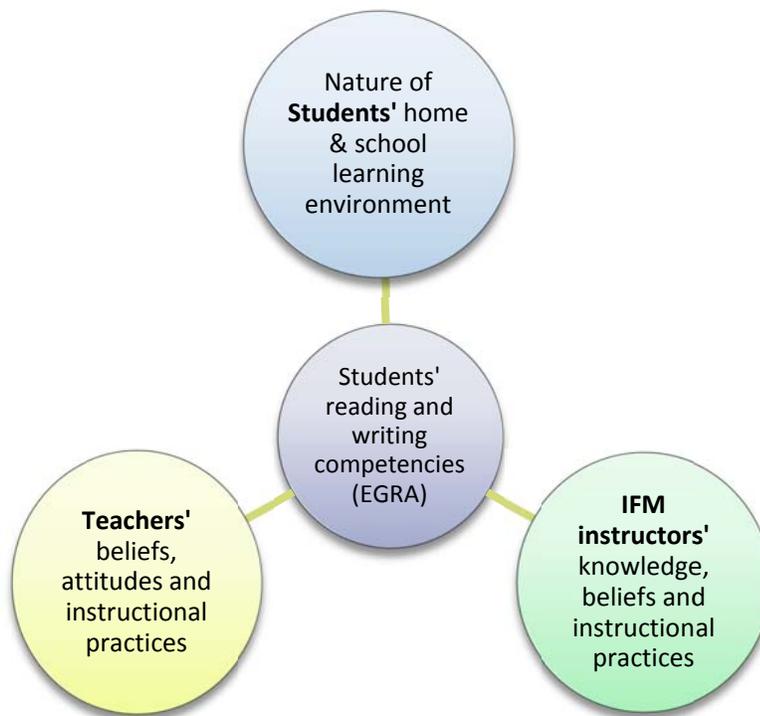
<sup>1</sup> See: Study of Malian Primary Teachers' Beliefs, Attitudes and Practices with Respect to the Teaching and Learning of Reading and Writing, Education Development Center, October 2009.

<sup>2</sup> See: *Study of Malian Primary Students' Beliefs, Attitudes and Experiences with Respect to Learning to Read and Write*, Education Development Center, October 2009.

The results, when aggregated with those of the teacher and student studies, would provide the Ministry and the PHARE program with critical insights on how to design training programs and learning materials to will better support the development of students' reading and writing abilities over the short, medium and long term.

The graphic below summarizes the three research studies undertaken, and their relationship to the EGRA study on students' reading competencies at the grades 2, 4 and 6 level.

Graphic 1: Three studies on the various conditions that contribute to the development of students' reading/ writing competencies



This report summarizes the findings of the third and final study. It is organized into 4 sections:

- The introduction describes the context and the rationale for the study.
- Section 1.0 presents the design of the research study, including the sampling techniques, data collection instruments used, training provided to data collectors and data entry and analysis techniques.
- Section 2.0 reviews the results of the data analysis and the principal findings with respect to instructors' knowledge of reading and writing methodologies,

their instructional practices and their professional development needs and priorities.

- Section 3.0 summarizes the primary conclusions and presents recommendations with respect to teacher preservice training and instructional materials development.
- Section 4.0 presents the list of the IFMs in which data was collected and the instruments used for data collection purposes.

## 1.0 RESEARCH DESIGN

The IFM study was both quantitative and qualitative in nature. Data were generated using two instruments: a questionnaire and a structured interview. In the first case, instructors were asked to complete a questionnaire to elicit information about their professional training, their current teaching situation, and their personal details (age, sex, etc.). In the second case, IFM instructors were invited to respond, in an oral interview setting, to a series of questions on the types of learning activities they ask their students to participate in, the nature of their own training in reading and writing methodologies and their beliefs about the most effective reading and writing methodologies. They were also invited provide quantitative information (how many reading and writing related training programs they had attended and the length of those training programs, etc.).

### 1.1 Sample

Data was collected in 12 of the 13 IFMs. Data was collected in 12 of the 13 IFMs. All of the language and instructional psychology instructors present the day of the data collection participated in the data collection. In all, a total of 72 instructors participated in the interviews, as well as the 8 IFM principals. Overall, a total of 72 instructors participated in the interviews, as well as eight IFM principals. A little under half of the instructors selected (44%) were language specialists. The remaining 52% taught

instructional psychology. In the IFMs the latter are responsible for teaching reading/writing methodology.

The IFM instructors who participated in the study were relatively young: 46% were under the age of 35. The youngest respondent was 24, the oldest 60. The average age of was 37.

**Table 1 : Age of IFM Instructors**

Age group	% Contractual	% Civil Servants	Overall
25 and under	4%	0%	3%
26 to 35	61%	0%	43%
36 to 45	26%	71%	39%
46 to 55	10%	24%	14%
55 and over	0%	5%	1%

Almost three quarters of instructors (71%) who participated in the study had been hired on a contractual basis. The remaining 29% were Civil Service employees. As table 1 demonstrates, there is a significant correlation between age and professional status.<sup>3</sup> Younger instructors are more apt to have been hired on a contractual basis. Older

<sup>3</sup> Chi square = 26,190; df=4, p=,000

instructors are significantly more likely to be civil servants. 67 females and 5 males completed the questionnaire.

**Table 2 : IFM Instructors' Teaching Experience**

Years experience	Language	Instructional Psychology	Overall
0 to 3 years	9 (45%)	11 (55%)	20 (32%)
4 to 7 years	8 (40%)	12 (60%)	20 (32%)
8 years or more	13 (57%)	10 (44%)	23 (37%)
<b>Total</b>	30 (47%)	33 (52%)	N= 63

The vast majority of IFM language and instructional psychology instructors are female.

**Teaching experience-** The range of teaching experience of instructors who participated in the study varied from 1 to 36 years, with the average being 8. Language teachers generally had two and a half years more teaching experience than Instructional psychology instructors.

**Levels taught** -The vast majority of language instructors taught student teachers in years 1 and 2 of the preservice program. Only one out of two of these instructors taught 3rd year students. For Instructional psychology instructors, the pattern was reversed. The vast majority taught students in years 2 and 3. Only 40% taught year 1 students. This is reflective of the general programming of courses at the IFMs. Language courses are generally programmed in years 1 and 2; instructional psychology is introduced later, in years 2 and 3.

**Level of education** - Slightly less than two thirds of instructors surveyed (62% ) were graduates of the École Normale Supérieure (ENSUP). Over one third (38%) (25) had a Masters Degree or Diplôme d'Études Approfondies (DEA). Language teachers were more likely to have a Masters/DEA than Instructional psychology instructors. The difference in academic training is significant<sup>4</sup>.

**Table 3 : IFM Instructors' Level of Education**

Field	ENSUP	Masters/DEA	Overall
Languages	17 (49%)	18 (51%)	35 (48%)
Instructional psychology	28 (74%)	10 (26%)	38 (52%)
<b>Total</b>	45 (62%)	28 (38%)	N= 73

## 1.2 Instruments

Data were collected by two means: 1) Participants were asked to complete a two part questionnaire, reviewing their personal and professional background as well as their training and experience in reading/writing methodology; 2) Participants were invited to

<sup>4</sup> Chi square of 4,860, df=2, p=,027

participate in a structured interview with PHARE data collectors, working in a team of two. One data collector asked the assigned questions while the second noted the answers provided on a sheet. (See Appendix 5.2 for copy of the instruments.)

Part D of the questionnaire asked participants to describe the depth and breadth of their training in reading and writing methodology, as well as the dominant instructional practices or activities they use with student teachers to introduce them to the principles of effective reading/writing instruction.

**TABLE 4: IFM QUESTIONNAIRE/INTERVIEW**

<i>Part</i>	<i>Focus of data collection</i>	<i>Data collection instrument</i>
<b>Part A</b>	General Information (sex, age, name of IFM, years of teaching experience, teaching area, levels taught in 2008-2009)	Written questionnaire completed by IFM instructors
<b>Part B</b>	Training and experience in reading/writing methodology	Written questionnaire completed by IFM instructors
<b>Part C</b>	Knowledge of reading/writing methodology	Oral Structured Interview
<b>Part D</b>	Training and instructional practices with respect to reading and writing methodology	Oral Structured Interview
<b>Part E</b>	Student teachers' classroom practices with respect to reading and writing	Oral Structured Interview
<b>Part F</b>	Suggestions for improving the teaching or reading/writing methodology at IFM and the teaching of reading and writing in primary schools	Oral Structured Interview

Instructors were also asked to identify the different reading and writing methodologies with which they are familiar, as well as those they consider to be the most effective means of teaching young children to read and write (Part C).

Part E of the questionnaire sought to gain insight into the types of instructional practices instructors

felt student teachers would be able to use in their reading/writing classes, either during their practicum or once they have their own classrooms, as a result of the training they have received in the IFM. Finally, part F asked participants to propose suggestions for improving the teaching of reading and writing methodology in the IFMs and for improving reading/writing instruction in primary schools.

The goal was twofold:

- 1) to obtain a snapshot of the current practices in Malian IFMs and confront that snapshot with evidence-based research on effective reading/writing teaching. That process would allow the Ministry and PHARE program staff to identify those

- aspects of reading and writing methodology that should be addressed in future trainings and/or instructional materials development; and
- 2) to determine instructors' perceptions of the degree to which their training and experience have prepared to be effective reading/writing methodology teachers, and of their professional development needs.

### **1.3 Data Collector Training**

The questionnaires were administered by PHARE program staff and Ministry representatives. A total of 5 data collectors were recruited in January 2009 to participate in the development of the instruments. Once initial instruments were available, the team conducted a pretest at the IFM of Nono. During the pretest, members of the team administered the draft instruments while others noted the difficulties encountered and identified changes necessary to improve the instruments or the administration protocols. Subsequent to the pre test, the instruments and protocols were revised and finalized.

### **1.4 Data Collection Schedule**

Data were collected in 12 of the 13 IFMs. For security reasons, the team was not able to travel to the IFM of Aquel hoc to collect data.

### **1.5 Data Analysis**

The responses to the questionnaire, as well as to short answer and quantitative interview questions were coded and the results entered into an SPSS data base, cleaned and analyzed. 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 responses with respect to the certain key factors (sex, area of specialisation, training, etc.).

Qualitative responses were entered into an EXCEL template by PHARE program staff, cleaned and analysed to identify recurring themes or threads.

## 2 DISCUSSION OF RESEARCH FINDINGS

### 2.1 IFM Instructors' Knowledge of Reading and Writing Methodology

Three out of four Instructional psychology instructors who participated in the study consider themselves to be familiar with different reading methodologies. This is perhaps to be expected, given that they are responsible for teaching reading methodology to

*One out of four student teachers is taught reading methodology by an Instructional Psychology Instructor who has not received any training in how to teach reading.*

future teachers. One out of four instructional psychology instructors (27%), however, has never received any training in reading methodology. This despite the fact that they have primary responsibility for teaching reading methodology to future teachers. Language instructors, who are far less likely to teach reading methodology to student teachers, are also significantly less likely to be familiar with different approaches to reading. Only one out of four reported having received training in this area.

***Familiarity with different reading methodologies*** – Participants were asked to name the different reading methodologies or approaches with which they were familiar. The most common methodology cited was the global method (31/40 or 78%). The second most common was the syllabic method (28/40 or 70%). The mixed method was cited by 14 of 40 respondents (35%).

*. The most effective methodology, according to IFM instructors (50%), is the syllabic method, followed by the mixed (18%) and the global method (15%).*

Half of the instructors (50%) who consider themselves to be knowledgeable about different reading methodologies maintain that the syllabic method is the most effective way of teaching reading. Their reasons focus on 4 arguments:<sup>5</sup>

- ***Logical progression*** – *The method moves from the specific to the general, from simple language elements to more complex ones, i.e., from letters and sounds to syllables to words. Instructors who consider the syllabic method to be the most effective means of teaching children to read consider this to be a rational, logical approach.*
- ***The heavy focus on phonetics and phonemic awareness*** – *The method is based on the centrality of decoding skills – letter/sound combinations, blends, etc – in*

<sup>5</sup> One respondent said that the syllabic method was the most effective because it is the only method he/she knew.

*the reading process. Children are taught to read by learning how to decode syllables and letters. Proponents of the syllabic method maintain that children who are not taught the syllabic method have difficulty decoding words.*

- **Ease of usage** – *Proponents of the syllabic method maintain that it is an easy approach for **teachers** to use in the classroom, and in particular beginning teachers. It is not as complex as the other methods/approaches, because it focuses primarily, if not exclusively, on one element of reading: phonemic awareness. As a result, proponents maintain that it doesn't require advanced teaching skills.*
- **Proven effectiveness** – *Proponents point out that the method has been used in Malian classrooms for a number of years, and over time has proven to be an effective method, as evidenced by the number of Malian children who have successfully learned to read. Proponents point out that there is no empirical evidence that the other approaches/methodologies proposed are more effective in teaching children to read.*

The **mixed methodology** was considered by 7 respondents (18%) as the most effective. Proponents of the mixed method were quick to point out that it was not so much which method or approach a teacher uses, but how he/she uses the approach that makes the difference in the classroom and in students' learning. Instructors who viewed the mixed approach as most effective stressed that the approach does not limit teachers to one specific methodology. It allows them to choose strategies according to their students' learning needs and the particular learning context.

The **global method** came in at a close third with 6 participants (15%) citing it as the most efficient reading methodology. Interestingly enough, the primary reasons given mirror those provided by proponents of the syllabic method, although the supporting justifications were very different:

- **Logical progression** – *Proponents pointed out that the method moves from the general to the specific. Students move from sentences to words to letters. Instructors who viewed the global method as most effective felt that this progression more closely reflects the natural psychological progression of children, who tend to process things in the globally and have difficulty identifying and focusing on constituent parts.*
- **Focus on phonetics and phonemic awareness** – *Instructors felt that because the global method includes an emphasis on phonemic awareness, it allows children to develop decoding skills, while at the same time developing other reading skills, for example, whole-word recognition.*

*One respondent described the global method as a method 'where children learn to read by memorising an entire text.' This suggests that instructors' understanding of the fundamental principles of the various approaches may be less than complete.*

- **Ease of usage** – Proponents felt that global method is an easier approach for **children**, because it moves from global to specific.
- **Effectiveness** - According to proponents of the global method, children in classrooms where the global method is used learn to read well.

**Knowledge of writing methodologies** - At the start of the interview, data collectors explained the difference between calligraphy (la graphie) and writing or written production (écriture), in order to clarify that the question around writing focused on the later skill. Despite this prompting, the majority of instructors (57%) equated writing with calligraphy. For these instructors, writing in primary school means learning to properly form letters and words.

None of the instructors interviewed was able to actually name a specific writing methodology. One participant said that in grade 1 there are 6 writing “phases”, each with its own specific methodology, a reference no doubt to the instructional approach outlined in the teacher’s guide for one of the grade 1 textbooks. Three named reading methodologies (syllabic, global or mixed). The remaining 14 who ventured an answer listed individual teaching strategies or activities (having children write on the board, do dictations, do finger exercises, write in space, produce a sentence based on a model provided by the teacher, etc.). None of the instructors were familiar with emergent writing as a writing methodology, and hence none were able to name a writing methodology that they thought was most effective with young children.

**Experience teaching reading/writing at primary**

71% of IFM instructors have never taught reading/writing at the primary level. Of the 12 who have, 3 have taught level 1 (grades 1 and 2), 6 have taught level 2 (grades 3 and 4) and 3 have taught level 3 (grades 5 and 6). The 12 instructors had, on average, two years of teaching experience at the primary level.

Overall, participants had great difficulty answering questions about writing methodologies, suggesting that this area has not been a primary focus in their own training. The fact that a considerable percentage equate writing in primary school with proper letter/word formation, and that a significant percentage view writing as an activity reserved for older students, suggests that IFM instructors have a limited view of what it means to write, or of the importance of writing in developing young children’s reading abilities.

**2.2 IFM Instructors’ Training in Reading and Writing Methodology**

Forty percent of instructors (29/73) said they had received training during their preservice programs on how to teach reading and writing methodology to student

teachers. A slightly higher percentage reported having received training as part of an inservice program.

**TABLE 5: TRAINING IN READING/WRITING METHODOLOGY**

Field	Preservice (No. & % who received training)	Inservice (No. & % who received training)
Languages <sup>6</sup>	11 (31%)	15(42%)
Instructional psychology	18 (47%)	21 (55%)
<b>TOTAL</b>	29 (40%)	36 (49%)

**Source and duration of trainings in reading methodology-** Some 83% of instructors trained in how to teach reading methodology said that they received their training at the IFM. The remaining instructors attended trainings at the ENSUP, the Academy, or some other institute. Slightly less than half of those trained (40%) said that their trainings had been organized by the Coop ration fran aise. A similar percentage had been trained by CAP-level pedagogical advisors. The remainder had benefited from trainings organized by Instructional psychology instructors at the IFM. The majority of the time (75%) the training had lasted between 6 and 15 days.

**Focus of reading methodology program -** An analysis of specific reading strategies addressed during trainings suggests that the trainings did not focus on all the aspects of a comprehensive reading program. Only a very small minority of instructors (3%) had been trained in how to organize or use reading corners or in how to use textbooks (6%) or the accompanying teachers guides (5%) effectively in primary classes. A similar percentage (6%) had been trained in how to assess reading level of texts so as to be able to select texts that are at an appropriate level for a given class of learners or in how to use games and other entertaining learning strategies in the reading classroom (8%). Only 1 instructor out of 10 ( 9%) had attended trainings on how to use other pedagogical support materials in the reading/writing classroom.

**Theory-Practice Link**

*Only 4% of instructors trained in reading methodology have had opportunities to apply what they learned with young children. Their trainings have been almost exclusively theoretical.*

One area in particular that received little or no focus during the inservice and preservice programs was evaluation. There out of four (75%) instructors reported that they had

<sup>6</sup> Language instructors were far less likely to report having received training in how to teach reading and writing during either their preservice or inservice programs. However, the differences are not significant.

never been trained in how to evaluate **student teachers'** reading/writing abilities. A similar percentage (65%) has never been trained in how to evaluate **primary students'** reading/writing abilities.

**Source and duration of training in writing methodology** - Approximately one third (32%) of IFM instructors report having been trained in how to teach writing. However, only 1 out of four (25%) considered him/herself to be knowledgeable about writing methodologies.

Instructional psychology instructors were significantly more likely to report having knowledge of writing methodologies than were language instructors. The vast majority (73%) of those who report having been trained in writing methodologies had received their training at the IFM. One out of ten (9%) had been trained at the ENSUP.

Slightly less than half of those trained (41%) had been trained by the Coopération française. One out of three (32%) had been trained by Malian Instructional psychology instructors and the remaining 14% by CAP Pedagogical advisors. None of those who received training reported having had the opportunity to put their understandings into practice with young children.

### **2.3 IFM Instructors' Teaching Practices in their Reading and Writing Methodology Courses at the IFM**

**Experience teaching reading/writing methodology courses** – As pointed out previously, reading/writing methodology courses are most likely to be taught by Instructional psychology instructors. Three quarters of instructional psychology instructors (73%) teach these courses, compared with 26% of Language instructors. Instructors who teach reading/writing methodology have been teaching it, on average, for 4 years.

When asked to describe how they go about teaching student teachers to teach reading and writing, most instructors described a three-phase theory-practice scenario:

1. **Phase 1** - Students are presented with a theoretical overview of reading and writing methodology during whole group lectures, as well as the methodologies, strategies or approaches specific to each of the three levels (grades 1/2, grades 3/4, grades 5/6). Some IFM instructors include in this phase an introduction to the language arts curriculum, the textbooks used in primary schools, and the methodology espoused in each of the two most common textbooks (*Djouliba* and *Flamboyant*). One instructor mentioned scaffolding students' learning during

this phase by modeling lessons that incorporate the specific “phases” or reading/writing before asking them to develop their own lesson plans.

2. **Phase 2** - Students are asked to prepare a lesson plan – in some cases lesson plans that focus on a specific “phase” of reading and writing - and to do simulations of their lessons with their classmates.
3. **Phase 3** - The lessons are critiqued by the instructor and the other student teachers to identify what worked well and what worked less well.

*One instructor described sending his/her students out to visit schools to interview first grade teachers and collect information on their weekly timetable for language arts instruction and the principal methodologies/strategies used to teach reading and writing in first grade. She/he described starting with a definition of reading and writing, and with the pre-reading and pre-writing skills and competencies necessary to support students’ development.*

***Instructional Support Materials*** - The vast majority of instructors reported having no instructional materials or insufficient quantities for the number of student teachers in the class. The vast majority felt that the materials that do exist are of poor quality. The most common instructional support materials used are the two primary textbooks, or texts taken from those books. A small minority of instructors mentioned using other resources: posters, flash cards, the teacher’s guide, student workbooks for the textbooks, a brochure developed by the National Direction of Preservice Training (DEN) or materials for “language by dialogue”. One participant reported borrowing materials from the neighbouring primary schools.

***Evaluating student teachers’ ability to teach reading and writing*** - Student teachers are evaluated either by means of written tests designed to assess their understanding of concepts presented during phase 1, or by having students work in groups to develop and present a sample lesson plan (phases 2 and 3). Some instructors mentioned using an observation grid for evaluating simulation lessons. Evaluation criteria listed included: respect of the activities outlined in the lesson plan; clear and logical development; expression; presence; pacing; content knowledge; classroom management, inclusion of review activities and inclusion of summative evaluation activities. It is interesting to note that all of the criteria mentioned by participants are generic in nature and not focused on the specific instructional features of effective reading and writing teaching.

***Teaching student teachers how to evaluate primary students’ reading and writing abilities*** - Most instructors were unable to describe what they teach student teachers about how to evaluate students’ reading/writing abilities. This is not surprising, given that 75% of instructors maintain that they themselves have not received any training in how to evaluate reading/writing abilities. Two instructors said that they tell student

teachers that their evaluation strategies should be determined in accordance with the specific learning objectives of their lessons, and that after each lesson teachers should identify students' difficulties and areas of success, and adjust subsequent lesson plans accordingly. Four openly admitted that they do not teach student teachers how to evaluate students' reading and writing abilities.

When asked specifically about how they recommend student teachers evaluate their students' reading abilities, most respondents did not answer the question. Rather, they described how they go about evaluating their own student teachers' teaching abilities (see description in above paragraph) or responded in a more general fashion, saying that they teach student teachers the difference between diagnostic, formative and summative evaluation. This is not surprising, given that most IFM instructors have not been trained in how to evaluate primary students' reading and writing abilities

Three of the 72 respondents mentioned recommending that student teachers have students read out loud, either as a way of formatively evaluating where they are with their reading skills, or of correcting their pronunciation, diction, etc. Another two took this a step further and mentioned recommending that student teachers organize a "best reader" contest as a way of evaluating students' reading abilities.

Instructors had a more difficult time identifying how the guidelines they give student teachers with respect to the evaluation of students' writing skills. Only five instructors responded to the question. Two of the five said that they recommend that student teachers have students produce written texts, and that they evaluate those productions. One recommended that student teachers evaluate students' homework. Another instructor mentioned using compositions and exams in addition to quizzes and homework assignments. Finally, one instructor mentioned having students write letters or words found in a text and evaluating those productions.

***Practicum experiences*** - Instructors report that all (100%) of student teachers have the opportunity to work directly with primary children during their preservice program, during the initial practicum.

When asked what reading/writing teaching strategies student teachers are expected to implement during their practicum or afterwards, the majority of participants responded generically with "the strategies and approaches they have learned in the IFM" (14 respondents). Three maintained that student teachers should be able to apply the global approach; one said they should be able to use the syllabic method. One participant admitted, however, that because there is no school-based follow-up by the

language or Instructional psychology instructors, students are not required to apply what they have learned in the IFM and can generally do whatever they want. Finally, one instructor acknowledged that student teachers generally use whatever approach or methodology is used by their sponsor teacher, effectively mitigating the impact of any training received at the IFM. Another affirmed that student teachers are often reluctant to apply any new approaches or strategies presented in the IFM if the practices do not align with the dominant practices at the school. The few instructors who did list specific strategies mentioned the following:

- *Putting a text on the board, asking students to read it silently and then reading it for them out loud. Asking students questions about what is in the text or putting letters on flash cards and asking students to arrange them in order to form a word;*
- *Putting a text on the board and asking students to identify a word or give its meaning;*
- *Asking students to form sentences or paragraphs or to copy words;*
- *Asking student to join letters together to form syllables; asking students to read and write words and eventually to read and write their name;*
- *Having students form letters or words and asking them to give the meaning of certain words;*
- *Organizing silent and oral reading sessions, auditory discrimination activities, games, structural reading, “best reader” contests”*

IFM instructors generally acknowledge that student teachers do not have access to a variety of instructional resource materials during their practicum to assist them in implementing a variety of teaching strategies. Student teachers are generally limited to what is available in the classroom – textbooks, and perhaps a teacher’s guide or posters or flashcards.

In terms of the evaluation practices that IFM instructors expect to see student teachers using in the classroom to evaluate students’ reading and writing abilities, most participants were unable to name any precise practices, maintaining that: 1) there are no specific evaluation strategies for assessing students’ reading and writing skills, 2) that “classical evaluation methods are used” or 3) that student teachers use what they are taught in the IFM. A minority (six respondents) maintained that they expected to see student teachers evaluating reading by asking students to read words or sentences out loud, or by asking them to read a text and assessing students’ expressivity (diction, pronunciation, intonation, respect of punctuation, etc.). In the case of writing, instructors suggested that student teachers should be assigning monthly compositions, doing dictations, checking to see if students can correctly write common or high frequency words, or in the case of very young children, showing them a drawing and asking them to write the name of the object they see. Others proposed that student

teachers should assign exercises or ask questions at the end of each lesson, or assign written tasks/homework for students to complete to evaluate their understandings.

***Difficulties encountered during practicum*** – Instructors report that the number one difficulty students encounter during their practicum (25 respondents) is linked to the lack of instructional resource materials, or to difficulties in using existing materials effectively. Large class size was cited as the second most common source of difficulty (16 respondents). The difficulty reconciling what is taught in the IFM and what is commonly practiced in primary schools was the third most cited difficulty (12 respondents). Other sources of difficulty included an insufficient mastery of the teaching strategies taught at the IFM, and in particular reading and evaluation strategies,(6 respondents); the low academic level of the students (and in particular their low reading levels) (5 respondents); conflicts between student teachers and mentor teachers (4 respondents); the lack of qualified mentor teachers (2 respondents) and the high ratio of student teachers to supervisors (2 respondents).

#### **2.4 IFM Instructors' perspectives on how to Improve the teaching of reading and writing**

Instructors were asked to identify the challenges they face in providing student teachers with quality training in how to teach reading and writing, as well as suggestions for improving reading/writing methodology courses in the IFMs. (See Table 6 below.) In general, difficulties focused around 6 different areas:

- Lack of access to instructional resources - including reference materials on how to teach reading/writing and copies of the textbooks (and the accompanying teacher's guides) used in primary schools. Either the materials are not available, not available in sufficient quantities, or are of poor quality (32 participants);
- Low academic/reading levels and low student motivation and attendance (12 participants);
- Lack of training in reading/writing methodology (5 participants);
- Large class size (5 participants);
- Time constraints (insufficient time to allow all students to present simulation lessons or to cover the entire curriculum);
- The gap between practices taught at the IFM and those used in the field.

***Solutions to address these difficulties*** - The number one solution proposed to address these difficulties is to provide IFMs and CAPs with more instructional materials, and in particular copies of materials used in primary classrooms (9 respondents). Building more classrooms and recruiting more instructors would address the issue of overcrowding (2 respondents). Recruiting student teachers with a minimum of a baccalaureate diploma,

finding a way of combating students’ aversion to reading and lengthening the duration of the inservice program would address students’ low academic and reading levels.

Participants also felt that instituting an award system for the highest performing student teachers, making courses more interesting and engaging and applying a code of conduct would address the problem of low student motivation, as would shortening the theoretical component of the courses to allow more time for simulations. Some participants suggested that inviting former students to present to current student teachers, or inviting grades 1 and 2 teachers or CAP resource people to participate in the courses, would increase motivation as well as relevance and reduce the disconnect between what happens in schools and what happens in the field. Finally, encouraging instructors from different IFMs to share their experiences and engage in problem solving would address the issue of lack of access to continuing professional development or insufficient knowledge of current innovations, as would lengthen the duration of inservice programs offered to IFM instructors.

**TABLE 6: Suggestions for improving the teaching of reading/writing methodology at the IFM**

Suggestion	Number of respondents
Train IFM instructors in reading/writing methodology	62
Provide instructors, student teachers and libraries with resources on how to teach reading and writing	37
Include Languages specialists in the training	9
Train IFM instructors in how to evaluate reading/writing	6
Develop student teachers’ interest in reading	5
Build or install libraries in the IFMs	5
Harmonise the IFM curriculum with the primary school curriculum	3
Make reading/writing methodology a separate course at the IFM	2
Provide opportunities for student teachers to apply what they have learned with young learners	2
Organise cultural activities	2
Train IFM instructors on what is happening in the field, in classrooms	2
Train students in national languages	1
Increase the amount of time allocated to reading and writing methodology	1
Encourage more exchanges between instructors of different IFMs	1
Have instructors do follow up visits to student teachers during their practicum placements	1
Introduce dictations	1

Finally, participants were asked to identify what actions could or should be taken to improve the quality of reading/writing teaching in primary schools. (See Table 7 below.) The most common response was to offer all teachers an inservice program in how to teach reading and writing (49 responses), followed by providing teachers with appropriate reading /writing materials to support the practices introduced during the training.

Providing schools, teachers and children with additional reading materials (in the form of libraries or reading corners) was considered important by 8 respondents. Another 6 suggested that teachers need to be trained in how to evaluate students' reading and writing skills as part of the inservice training programming. Other suggestions included conducting regular follow-up classroom observations to ensure that teachers are correctly applying the strategies and techniques introduced during the training, reducing class size, reintroducing the '*syllabaire*', and developing both teachers' and students' interest in reading.

**TABLE 7: Suggestions for improving the teaching of reading/writing in primary schools**

Suggestion	Number of respondents
Train teachers in reading/writing methodology as part of their inservice program	49
Provide teachers with appropriate reading/writing support materials	17
Provide schools with libraries/reading corners	8
Train teachers in how to evaluate reading/writing as part of their inservice program	6
Do regular classroom observations of teachers after their training	2
Reduce class size	2
Use the <i>syllabaire</i>	2
Develop teachers' interest in reading	1
Develop students' interest in reading	1
Encourage students to produce their own texts	1
Increase the number of writing exercise that students do	1
Harmonise the different approaches and methods to the teaching of reading and writing	1
Do not place newly trained teachers at the grades 1/2 level	1
Encourage parents to follow their child's progress at home	1
Organize meetings between IFM instructors, student teachers and teachers	1

### 3.0 CONCLUSIONS AND RECOMMENDATIONS

As is the case for both the teacher and the student 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 instructors acknowledge that they have not received extensive training in how to teach reading and writing methodology to student teachers. They are also eager to participate in training programs on latest innovations in the area. This is particularly true with respect to evaluation:

Instructors openly acknowledge that they have little training in how to evaluate students' reading and writing abilities. This no doubt explains why they do not address evaluation of reading and writing in any meaningful way in their classes. This is equally true of writing. IFM instructors are at a loss to describe how teachers can and should go about teaching children to write and to identify practices that student teachers could and should use in their classroom to develop young children's writing skills. Many share teachers' perceptions that writing is a skill reserved for older children – after they are able to read. At the lower grade levels, teaching should be limited to prewriting or calligraphy skills – having students copy lines, letters and words to develop their fine motor skills.

*The teacher study suggests that teachers who have not benefitted from preservice training have the same attitudes and perceptions about reading/writing development, and the same overall classroom instructional practices, as colleagues who have completed the IFM preservice program. This suggests that the reading/writing methodology programs at the IFM are reinforcing, rather than reconstructing, student teachers' perceptions of how children learn to read and write, and encouraging beginning teachers to "teach as they were taught".*

Another positive note is instructors' eagerness to have access to quality instructional resources to enhance their teaching, and increased contact with schools, with what is happening in the field, and with other IFM instructional psychology/language colleagues.

On a less positive note, the degree to which the preservice program is preparing student teacher to implement the current curriculum is questionable. The majority of IFM instructors admit that they do not have access to the resources (curriculum guides, textbooks, teachers' guides) used in primary classrooms, and the degree of contact between IFM instructors and CAPs/schools appears to be variable at best. And although the most commonly cited reading methodology by IFM instructors is the global method, indicating that they are aware of the shifts in reading approaches proposed in the most recent primary curriculum documents, the majority are of the opinion that it is not the most effective means of teaching children to read. They are far more likely to consider the more traditional syllabic method as most effective. This suggests that instructors have not had the opportunity to participate in in-depth

discussions around the principles associated with the different approaches, and the reasons why the Ministry's latest curriculum documents and instructional materials suggest exposing children to instructional strategies that develop a broader range of language skills and competencies.

## Recommendations

Some of the recommendations from the teacher study have implications for the design and delivery of preservice training programs. These include

- training student teachers in how to teach reading and writing to students who are learning to read and write in a second language;
- ensuring that student teachers understand the link between young students' perceptions of their reading/writing abilities and their willingness to engage in and persevere with reading/writing activities – and the subsequent impact on what teaching practices and teacher-student interaction patterns.

In addition to these two recommendations, the results of this study suggest that the following initiatives would ensure that student teachers leave the IFM better equipped to support the development of young children's' reading/writing abilities.

1. ***Provide IFM instructors (both Instructional Psychology and Language Instructors) with a comprehensive inservice program on reading and writing methodology.***

Preservice instructors acknowledge that they have received limited training in how to teach reading and writing, and say that providing them with additional training in this area is the best way of improving the quality of instruction that student teachers receive. Both instructional psychology and language instructors need to receive comprehensive training on current research in the teaching of reading and writing – and in particular on evidence-based instructional approaches and strategies for improving young children's literacy skills. This training needs to be anchored in the new reference sets, and provide instructors – and practicum supervisors - with a clear understanding of the types of instructional practices student teachers should be using in their classroom during their practicum experiences. The training should also provide IFM instructors with opportunities to examine critically the beliefs and assumptions they bring to the reading and writing learning process, as a result of their own personal learning experiences, in light of current research findings into reading and writing development.

The training should also address what IFM instructors can do in their courses to introduce student teachers to these practices – and how they can assess the extent to which student teachers have understood and are able to apply these practices in a classroom setting.

2. ***Ensure that the inservice program addresses how to evaluate students' reading and writing abilities at all grade levels (including EGRA).*** Preservice instructors identify this as an area in which they have received little or no training. Not surprisingly, it is an area that they avoid addressing in the courses they offer to student teachers.

Any inservice program offered to IFM instructors needs to address evaluation, and in particular the specific tools that teachers can use to diagnose and evaluate students' reading and writing abilities. It also needs to include training in how to interpret the data collected and design appropriate intervention programs to address the needs identified. As is the case with training in reading/writing methodology, the training should also examine how IFM instructors can introduce these tools to student teachers as part of their coursework – and how instructors can assess the extent to which student teachers have understood the purpose of the tools and are able to apply them correctly in a classroom setting.

3. ***Ensure that the inservice program includes a heavy emphasis on the role of writing, and in particular emergent writing, in developing students' literacy skills.*** IFM instructors are at a loss to describe different approaches to writing instruction or to identify the practices student teachers should use in their classroom to develop young children's writing skills. Many share teachers' perceptions that writing is a skill reserved for older children - once perceivably they are able to read.

Any inservice program offered to IFM instructors needs to address their definition of writing and their perceptions of the role of writing in the primary classroom, and in particular the interconnectedness of reading and writing. In particular, the inservice program needs to introduce instructors to the notion of emergent writing and its importance in developing students' understanding of how written language works. It also needs to introduce instructors to the importance of spontaneous, original student productions (as opposed to calligraphy exercises) in reinforcing students' reading skills.

4. ***Provide IFM instructors (both Instructional Psychology and Language Instructors) with training on the new student and teacher reference sets for reading and writing, and their importance in setting a common coherent vision of quality reading and writing instruction.*** The student reference set identifies the different competencies that students must develop in order to become autonomous readers and writers, and the key benchmarks that they must achieve by the ends of grades 2, 4 and 6 to support their continued development. It is critical that preservice instructors be trained in the reference set, and that they incorporate into their preservice courses learning experiences to familiarize preservice students with the different components of reading and writing, and with the instructional strategies

and approaches required if students are to develop the targeted competencies. The latter are outlined in the teacher reference set and in the accompanying teacher's instructional guide.

If preservice instructors are trained in the reference sets, and if they integrated these tools into the coursework they offer student teachers, this will reduce the current gap or disconnect between the training student teachers receive at the IFMs and what is happening in the field and in classrooms.

5. ***Provide IFMs with instructional resource materials on reading and writing instruction, including video support materials that model new reading/writing instructional practices.*** After training in reading/writing methodology, IFM instructors maintain that providing them (and student teachers) with additional reference materials on how to teach reading and writing is the second best way of improving the training student teachers receive during their preservice program. IFMs need to be equipped with high quality instructional resource materials, and in particular resource materials that draw from the most recent research in evidence-based instructional approaches and that provide clear guidelines on how to apply these approaches in the classroom. They also need to be equipped with multiple copies of current curriculum guides, student textbooks and accompanying teachers' guides, to allow them to better prepare student teachers for the public school system.

As IFM instructors have had limited experience working in primary classrooms, it is essential that new materials distributed include videos of classrooms where teachers are using the different strategies and approaches outlined in the teacher reference sets. This will allow both instructors and student teachers to develop a rich and shared understanding of what an effective literacy-learning environment looks like. The use of videos would help IFM instructors present student teachers with a common alternate vision of what reading and writing teaching can and should look like. Such an exercise would help student teachers critically examine their own learning experiences as well as their perceptions and assumptions of how children learn to read and write.

6. ***Establish means for IFM instructors to network and share.*** The study suggests that IFM instructors bring different visions of effective reading and writing instruction to their work and have had divergent trainings in how to teach reading and writing. If Mali is to ensure that all teachers enter the classroom with a shared, coherent vision of effective literacy-learning environments, it is critical that they receive consistent messages during their preservice trainings about the essentials of effective

reading/writing practices. This means ensuring that preservice instructors themselves benefit from a common training program and that they have ongoing opportunities to collaborate with instructors from other IFMs around issues related to reading and writing instruction. This can be done through face-to-face meetings, as well as through virtual learning communities where instructors meet to discuss and debate pedagogical issues and share learning materials.

7. ***Establish means for school-IFM collaboration.*** If students' performance in reading and writing is to improve, preservice and inservice providers need to work together and harmonize their messages and approaches. The development and introduction of the new student and teacher reference sets for reading and writing provides an ideal opportunity to do so, and to institute or reinforce school – IFM collaboration and partnerships. District level (CAP) and IFM reading and writing specialists need to work together to ensure that their programs are seamless, and that the messages communicated during preservice training are reinforced and extended during the practicum and teacher inservice trainings. This may include developing joint reading/writing instructional observation tools that can be used to provide both student teachers and practicing teachers with feedback on the extent to which their practices align with the vision articulated in the student and teacher reference sets, or ensuring that CAP personnel or experienced classroom teachers co-teach certain elements of the preservice program. It may also include having IFM instructors trained in new approaches to reading/writing serve as facilitators during local teacher inservice training programs.

## **4.0 APPENDICES**

### **4.1 IFM Questionnaire**

## 4.1 Questionnaire

### **INSTITUT DE FORMATION DES MAITRES (IFM)**

***Etude sur les pratiques pédagogiques des professeurs des IFM en didactique de la lecture/écriture.***

#### **Questionnaire professeur IFM**

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

Veillez commencer avec la section des informations générales ci-dessous. Si vous préférez ne pas le compléter, veuillez s'il vous plait le remettre maintenant à l'enquêteur.

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

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Nom et Prénom Date : Jour Mois Année

#### **REMARQUE**

**Dans les questions qui suivent, il sera souvent fait référence au concept de l'écriture. Par ceci, nous ne parlons pas du graphisme, des exercices d'assouplissement ou de la formation des lettres, mais nous entendons le mot écriture comme la production spontanée ou guidée de textes personnels exprimant des opinions, des sentiments, ou des états.**

**A. RENSEIGNEMENTS GÉNÉRAUX.**(Veuillez encercler ou cocher là où il le faut)

1. Nom de l'établissement : _____
2. Statut professionnel : Enseignant contractuel <input type="checkbox"/> Enseignant fonctionnaire <input type="checkbox"/>
3. Age : _____ ans ; Sexe :          Homme <input type="checkbox"/> Femme <input type="checkbox"/>
4. Nombre d'années d'expérience dans l'enseignement : _____ ans Spécialité : Lettres <input type="checkbox"/> Psychopédagogie <input type="checkbox"/>
5. Classe(s) enseignée(s) cette année : Première année <input type="checkbox"/> Deuxième année <input type="checkbox"/> Troisième année <input type="checkbox"/> Les trois <input type="checkbox"/>
6. Diplôme le plus élevé : Doctorat <input type="checkbox"/> Maîtrise/DEA <input type="checkbox"/> EN.SUP <input type="checkbox"/> Autres (à préciser) _____

**B. FORMATION ET EXPÉRIENCE**

7. Avez-vous reçu une formation pour enseigner la lecture/écriture aux élèves maîtres : en formation initiale ou continue ? Non <input type="checkbox"/> Oui, initiale <input type="checkbox"/> Oui, continue <input type="checkbox"/> Les deux <input type="checkbox"/>
8. Enseignez-vous la didactique de la lecture/écriture ? Non <input type="checkbox"/> Oui <input type="checkbox"/>
9. Si oui, depuis combien de temps ? Nombre d'années _____
10. Avez-vous reçu une formation pour l'évaluation de la lecture/ écriture... a. au niveau des élèves maîtres ? Non <input type="checkbox"/> Oui <input type="checkbox"/> b. .au niveau des élèves du fondamental ?

Non <input type="checkbox"/>	Oui <input type="checkbox"/>
<b>11.</b> Avez-vous reçu une formation pour l'évaluation de la lecture/écriture ?	
<b>12.</b> Avez-vous déjà enseigné la lecture/écriture aux élèves du premier cycle de l'enseignement fondamental	
Oui <input type="checkbox"/>	Non <input type="checkbox"/>
<b>13.</b> Si oui, à quel niveau et pendant combien d'années ?	
Niveau _____	Années _____

## ENTRETIEN

**NOTE À L'ENQUÊTEUR : BIEN EXPLIQUER LA DIFFÉRENCE ENTRE L'ENSEIGNEMENT DE LA LECTURE/ÉCRITURE QUI SE FAIT ENTRE L'ENSEIGNANT ET LE JEUNE ÉLÈVE ET L'ENSEIGNEMENT DE LA DIDACTIQUE DE LA LECTURE/ÉCRITURE QUI SE FAIT ENTRE LE PROF DE L'IFM ET L'ÉLÈVE-MÂÎTRE.**

### C. CONNAISSANCES EN MÉTHODOLOGIE DE LA LECTURE, L'ÉCRITURE

1. Parlez-moi de ce que vous savez sur les méthodes que vous connaissez ?
  
2. Parmi les méthodes que vous venez de nommer, d'après vous laquelle est la plus efficace et pourquoi?
  
3. Pouvez-vous m'expliquer la différence entre l'écriture et le graphisme ? (NB : Après la réponse, rappelez au formateur que les questions qui suivent touchent à la vraie écriture).
  
4. Avez-vous des connaissances sur les méthodes d'enseignement de l'écriture au premier cycle ? (Si oui, posez la question suivante ; sinon passez à la question 7.)
  
5. Parlez-moi de ce que vous savez sur les méthodes que vous connaissez ?
  
6. Parmi les méthodes que vous venez de nommer, d'après vous laquelle est la plus efficace et pourquoi?

**D. FORMATION ET PRATIQUE DES PROFESSEURS DES IFM EN MATIÈRE DE L'ENSEIGNEMENT DE LA LECTURE ET DE L'ÉCRITURE.**

7. Au cours de votre carrière de professeur d'IFM, avez-vous reçu une formation en didactique de l'enseignement de la lecture?

(Si oui, posez la question suivante ; Sinon, passez à la question 10.)

8. Parlez-moi de cette formation.

- a. Où l'avez-vous reçue ?
- b. Qui l'a dispensée ?
- c. Combien de temps a-t-elle duré ?
- d. Quels thèmes ont été abordés ?
- e. Est-ce qu'au cours de cette formation vous avez eu l'occasion de travailler avec de jeunes enfants ?

9. Au cours de votre carrière de professeur d'IFM, avez-vous reçu une formation en didactique de l'enseignement de l'écriture?

(Si oui, posez la question suivante.)

(S non, passez à la question 11.)

10. Parlez-moi de cette formation.

- a. Où l'avez-vous reçue ?
- b. Qui l'a dispensée ?
- c. Combien de temps a-t-elle duré ?
- d. Quels thèmes ont été abordés ?
- e. Est-ce qu'au cours de cette formation vous avez eu l'occasion de travailler avec de jeunes enfants ?

11. Au cours de votre carrière de professeur d'IFM, avez-vous reçu une formation sur les thèmes suivants?

- a. Comment gérer un coin bibliothèque?
- b. Comment gérer un coin lecture dans une salle de classe?
- c. Comment se servir des manuels ?
- d. Comment se servir des guides qui accompagnent les manuels de lecture ?
- e. Comment choisir/évaluer les textes de lecture par rapport au niveau des apprenants ?

- f. L'approche ludique (jeux de lecture pour l'enseignement de la lecture-écriture) ?
- g. Comment exploiter les supports didactiques en lecture-écriture ?

(Pour chaque thème, cherchez toutes les informations complémentaires nécessaires).

12. Êtes-vous au courant du projet du MEBALN de faire élargir l'enseignement de la didactique de la lecture/écriture aux profs de lettres.
13. Au sein de votre établissement, qui est responsable de l'enseignement de la didactique de la lecture et de l'écriture ?
14. Que fait cette personne pour enseigner aux élèves-maîtres comment enseigner la lecture et l'écriture au premier cycle ?
15. Quels supports pédagogiques cette personne utilise-t-elle pour enseigner la didactique de la lecture et de l'écriture ? Quelles tâches ou devoirs donne-t-elle aux élèves-maîtres pour leur faire apprendre les démarches ?
16. Quelles démarches d'évaluation enseigne-t-elle aux élèves-maitres en matière d'enseignement de la lecture-écriture ? Quels types d'activités suggère-t-elle aux élèves-maitres pour évaluer la performance des élèves en lecture ? En écriture ?
17. Selon quels critères est-ce que cette personne évalue la performance des élèves-maitres dans ses cours de didactique de la lecture-écriture ? Quelles tâches ou activités donne-t-elle aux élèves-maîtres pour évaluer leur performance ?
18. Quelles difficultés rencontrez-vous dans l'enseignement de la didactique de la lecture-écriture ? Comment essayez-vous de les surmonter ?

## **E. PRATIQUE DES ÉLÈVES-MAÎTRES AVEC DES ENFANTS DE PREMIER CYCLE EN MATIÈRE DE LECTURE-ÉCRITURE**

19. Au cours de leur formation à l'IFM, est-ce que vos élèves-maitres ont l'occasion de travailler en lecture-écriture avec des enfants du premier cycle? Si oui, quand ? Qui les observe ou les encadre pendant qu'ils le font ?
  
20. Quelles stratégies d'enseignement de la lecture-écriture sont-ils capables de mettre en pratique avec les jeunes enfants ? Quelles tâches ou activités assignent-t-ils aux enfants pour les faire apprendre la lecture-écriture ?
  
21. De quel matériel disposent-t-ils pour faire cette pratique avec les jeunes enfants ? Est-ce qu'en plus des supports visuels (manuels), il leur arrive d'utiliser d'autres supports tels que les ordinateurs, les radios, les coins lecture, les bibliothèques, les excursions, personnes ressources, etc.)
  
22. Quelles stratégies d'évaluation d'apprentissage utilisent-ils avec les jeunes enfants ? Quelles activités ou tâches leur permettent de juger du niveau de maîtrise des élèves en lecture-écriture ?
  
23. Au cours des stages pratiques, quelles difficultés vos élèves-maitres rencontrent-ils en matière d'enseignement et d'évaluation de la lecture-écriture ? Comment essayent-ils de les surmonter ?

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**F. SUGGESTIONS :**

- 1) Que suggériez-vous pour améliorer l'enseignement de la didactique de la lecture et de l'écriture au sein de l'IFM ?

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- 2) Que suggériez-vous pour améliorer l'enseignement de la lecture et de l'écriture à l'école fondamentale?

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