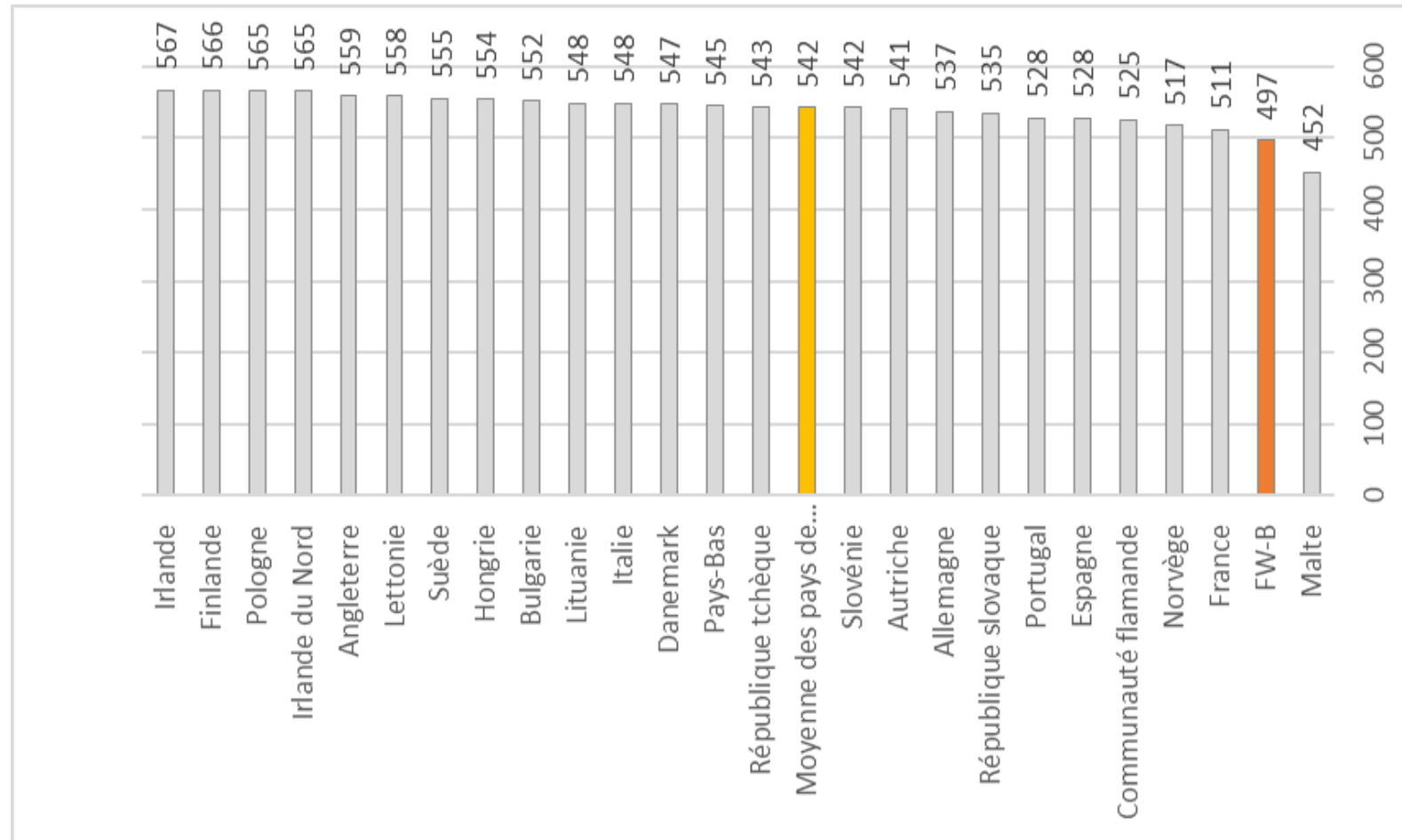


# To help teachers to provide an explicit and authentic teaching approach of reading comprehension strategies addressing pupils with different needs

Marine André, Patricia Schillings, Jonathan Rappe & Charlotte  
Dejaegher

# Belgian context regarding reading skills in G4



PIRLS 2016 (grade 4)  
(Schillings & al, 2018)

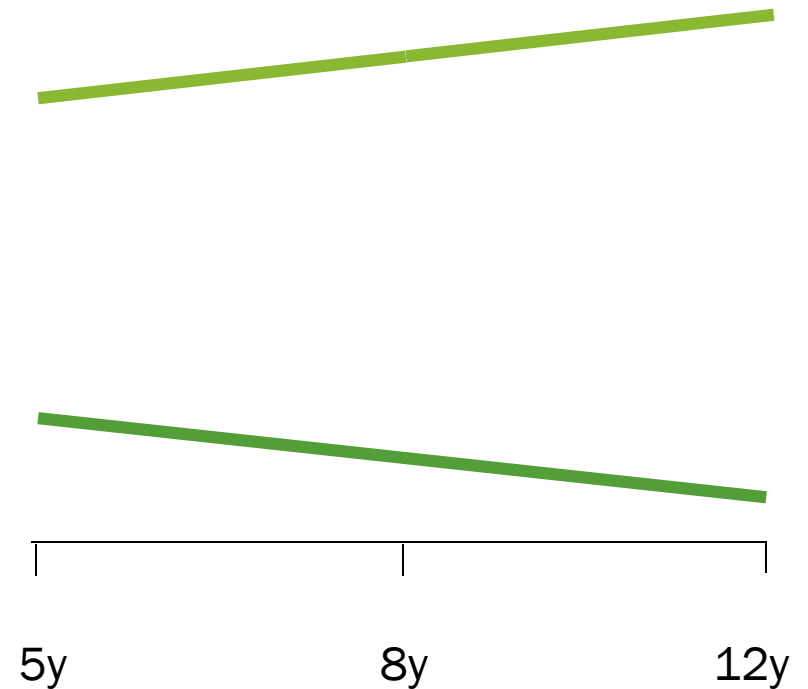
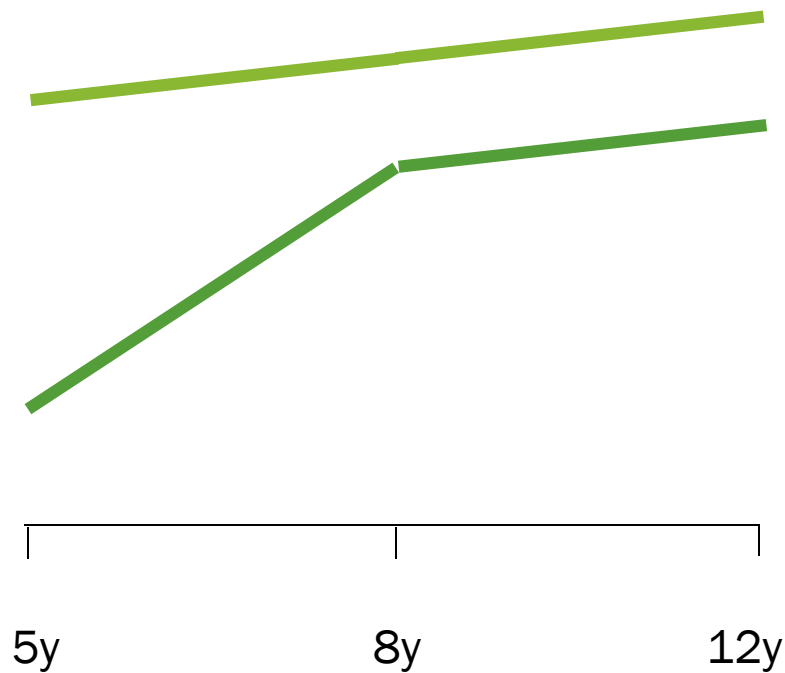
# French program « P.A.R.L.E.R »

- Designed for disadvantaged background students
- From kindergarten until grade 2 (5-8 years old)
- 5 experimental schools
- Evidence-based program
- Different abilities :
  - *phonological awareness,*
  - *vocabulary and categorization,*
  - *reading fluency*
  - *language comprehension.*



# Compensatory program's fondation

*It seems wiser to introduce a program to reduce **the gap** between students **before** they start learning to read rather than trying to resolve their difficulties once they are established*



# Main principles



Propose a structured learning schedule



Make cognitive process and strategies explicit (explicit instruction)



Organise regular workshops



Work in small ability groups



Differentiate learning according to students' needs

# Comprehension workshop

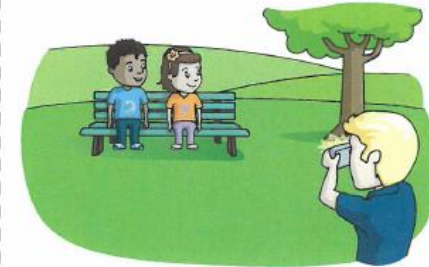
- Decontextualized learnings (Bianco, 2015)



- Lily est assez grande maintenant pour aller toute seule à l'école. Sa maman lui a dit de faire attention aux voitures et de ne pas courir. (7a)



13

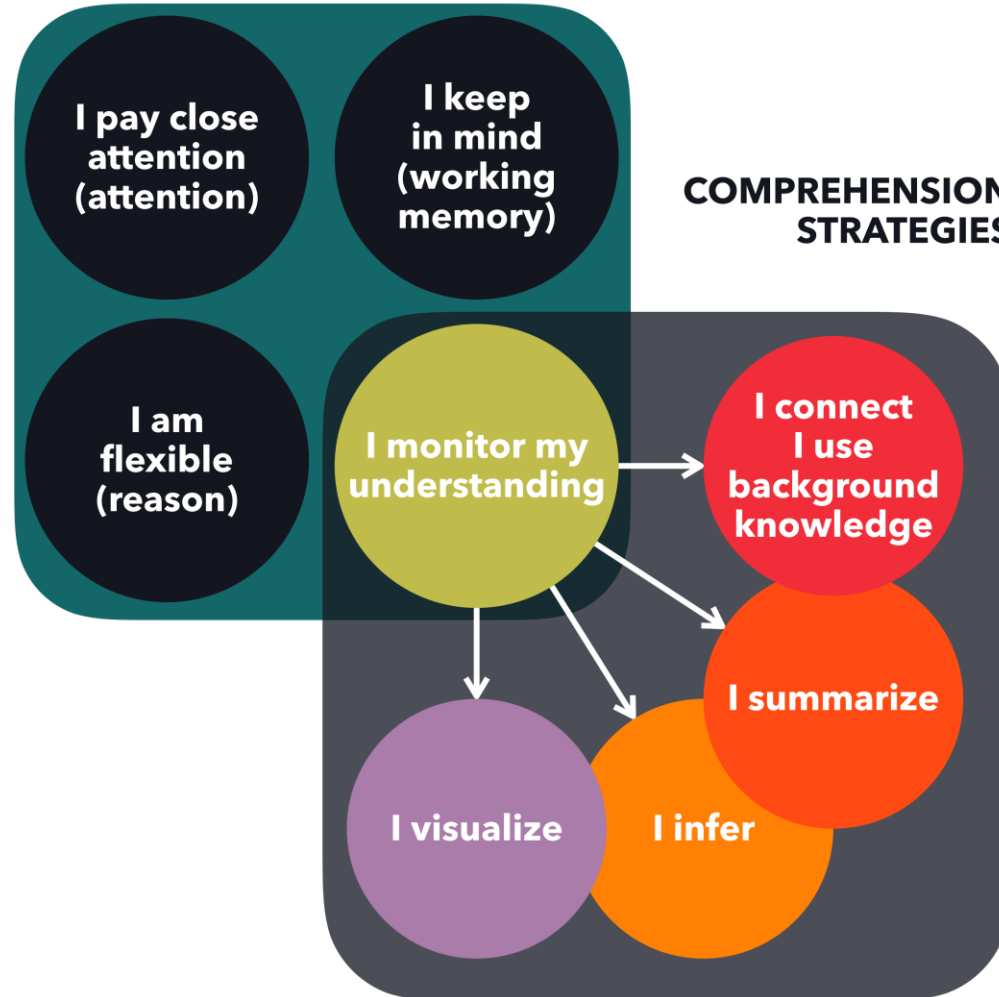


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- « Allez, dit papa à Lily et à Noé, installez-vous sur le banc, je vais vous prendre en photo ! »

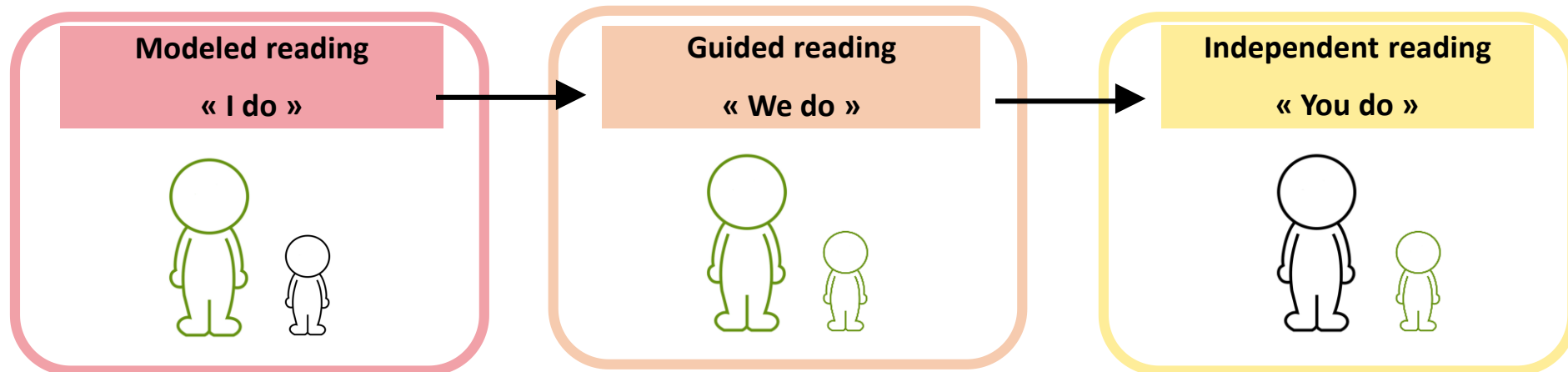
# Comprehension workshop

## EXECUTIVE FUNCTIONS

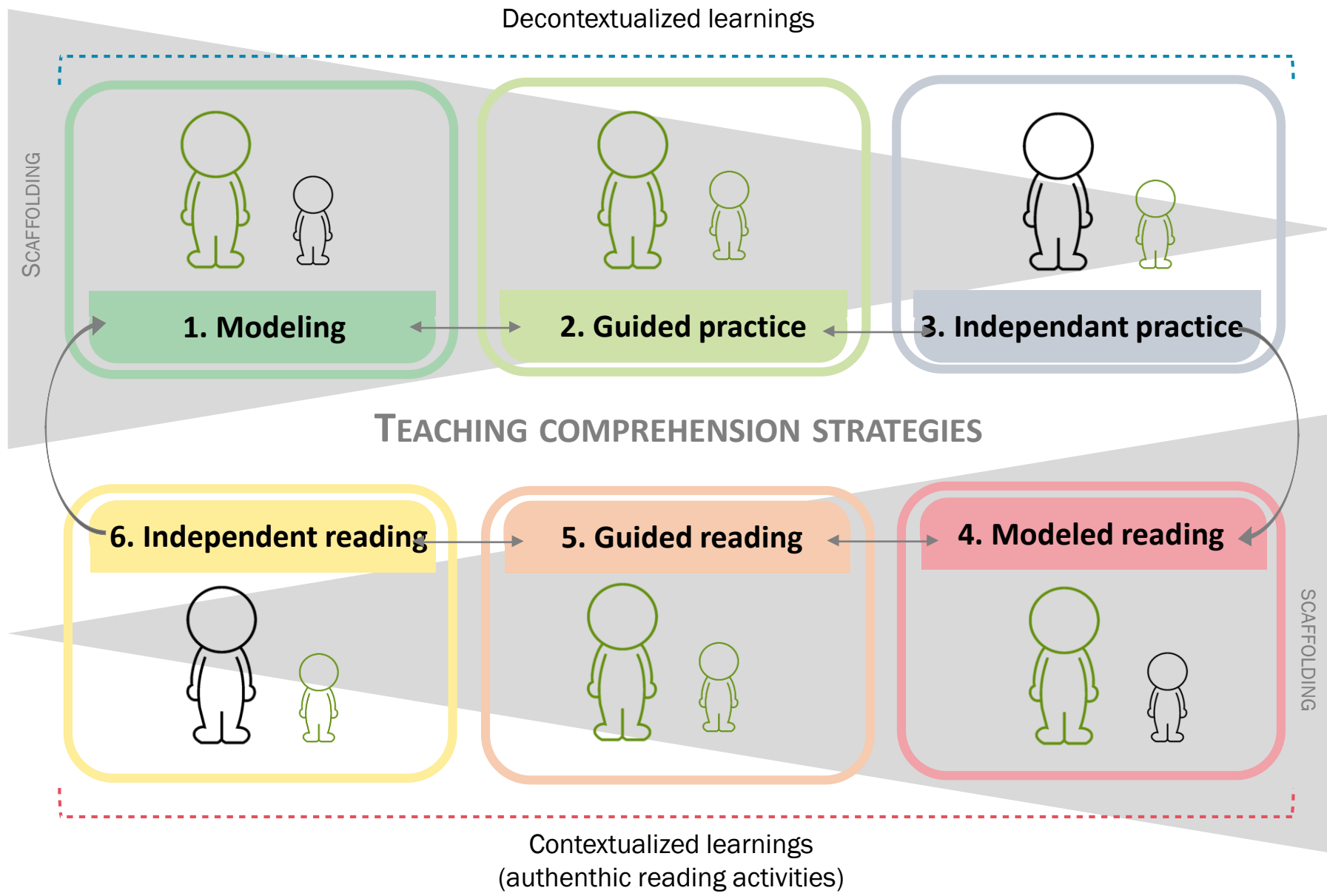


# Children books reading workshop

- Contextualized learnings

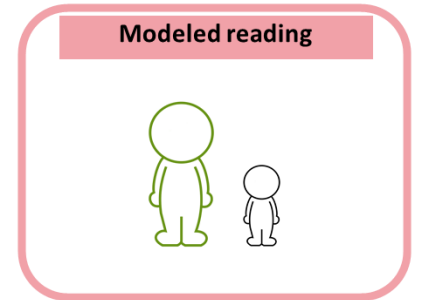






# Explicit instruction in Belgian context

- Unfamiliar to French Belgium teachers



Modality« At least once a week»	French Belgium	Average percentage of the 22 EU countries with a score higher than that of the FW-B	Difference
Teaching and demonstrating different comprehension strategies	13%	51%	40

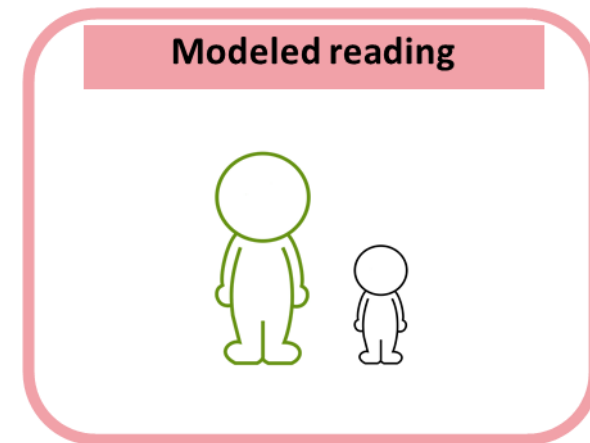
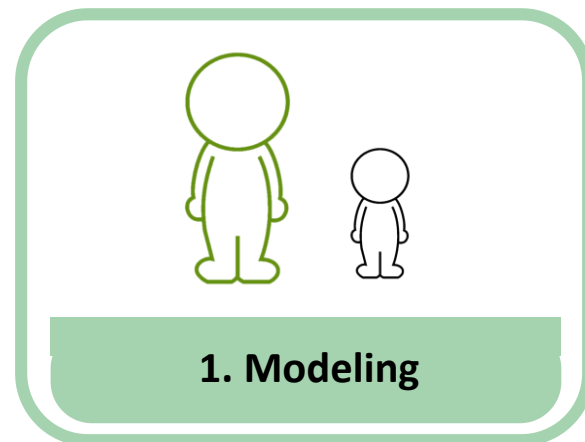
PIRLS 2016 - Percentage of students whose teachers report doing these activities during teaching and / or reading activities

- Might their beliefs (Pajares, 1992) interfere in these particular explicit approach?

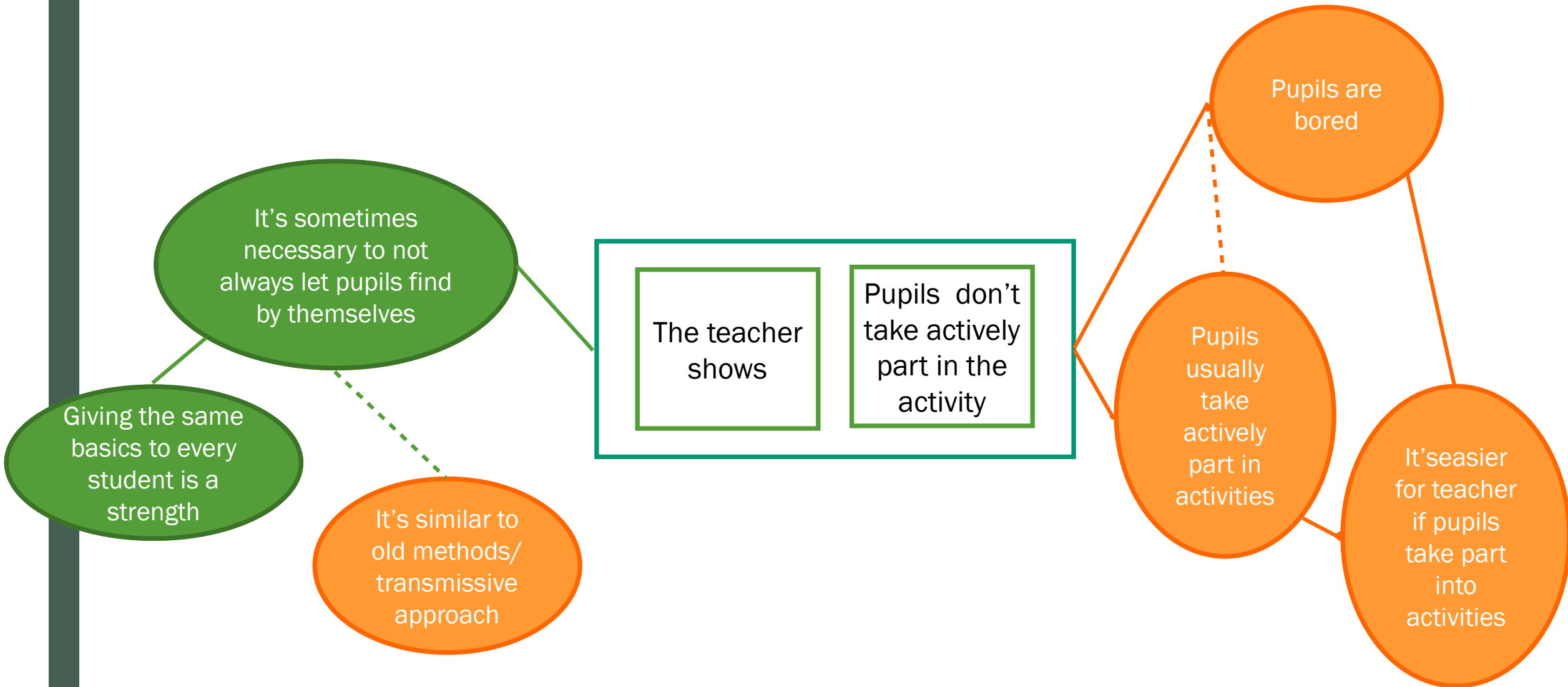
# Explicit instruction

## ■ Key points

- *The teacher shows/ models*
- *Pupils « don't take actively part » in the activity*
- *Specific teaching style (>< to active/socio-constructivist methods)*
- *From Kindergarten to grade 2*
- *15 min (short session)*



# Obstacles to effective implementation



# Collaborative training intervention

- 4 training sessions – 18 teachers / 5 schools + coaching
- Video analysis (modelling phase + reading activities)
- Development of tools to implement this teaching approach



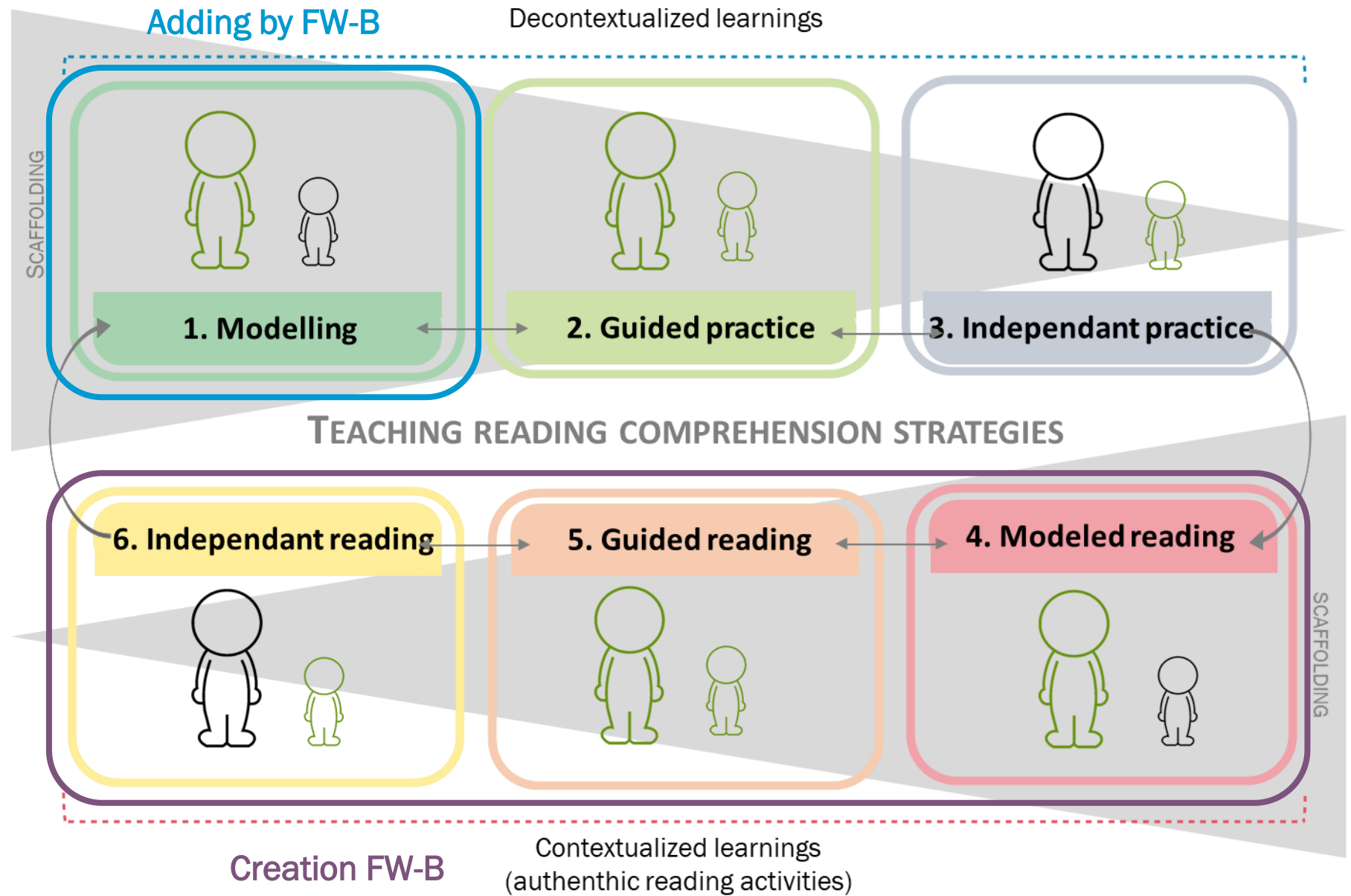
# Video analysis

- Focus on interactions between students and teacher
  - *Aimed explicitation – made strategies explicit*
  - *Aimed « keeping students into the activity »*
- Focus on teacher stance / teaching style
  - *« Boring »*
  - *Unusual : what am I allow to do? To say?*



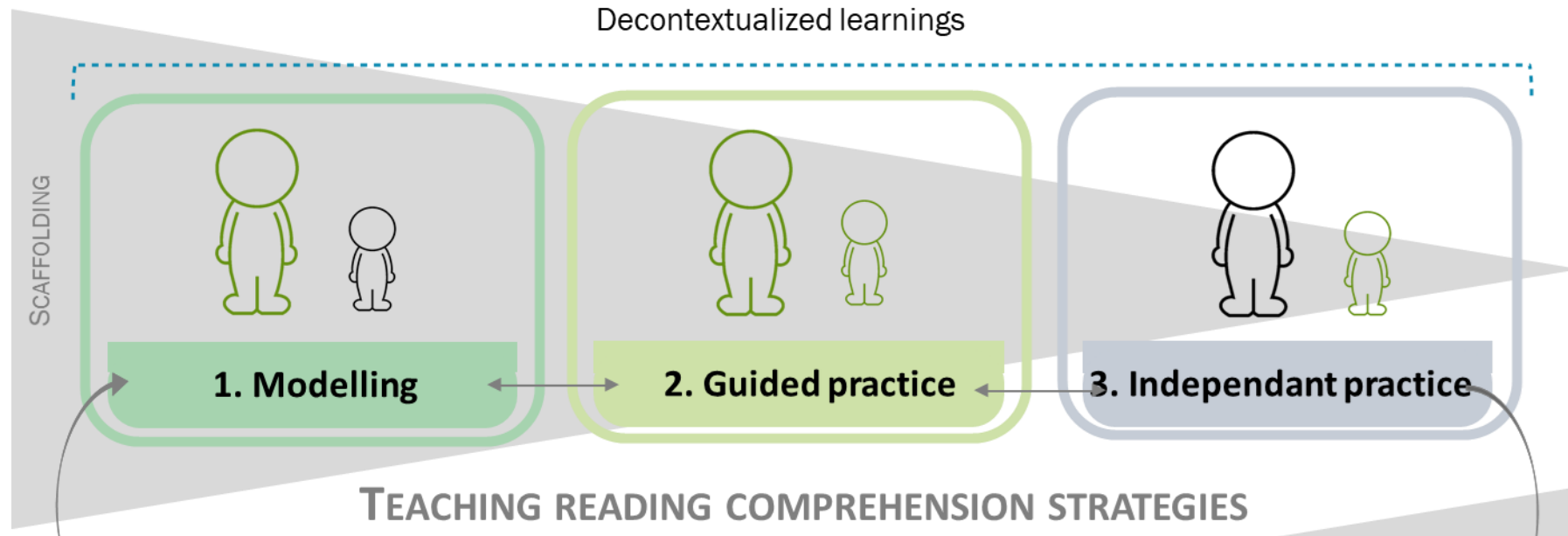
# Implications for further practice

- Make connections with other workshops
- Use the strategy repository/ Return to the strategy regularly, show how it is applied to story events
- Get to the point : select one strategy
- Use short books or select pages to model the strategy
- Add drama in reading
- Ask students some questions about the content
- Be very complete in explaining strategy use - Who? What? How? When ?
- Be as brief as possible





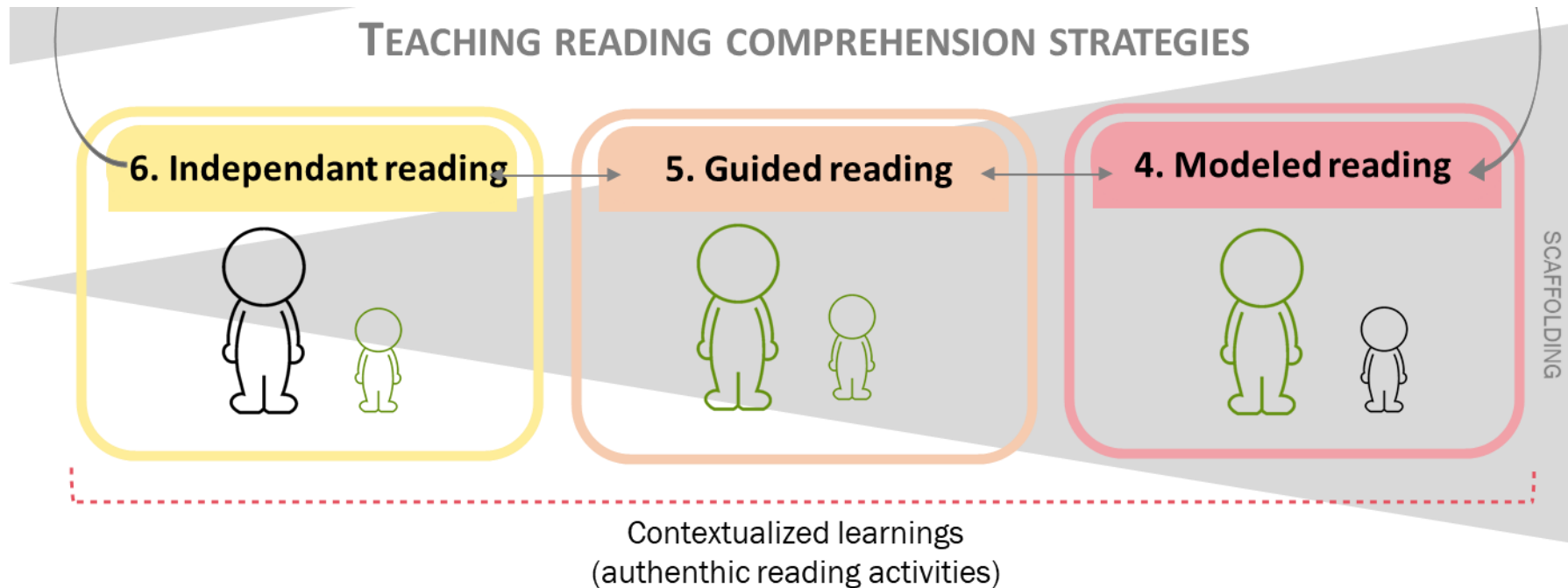
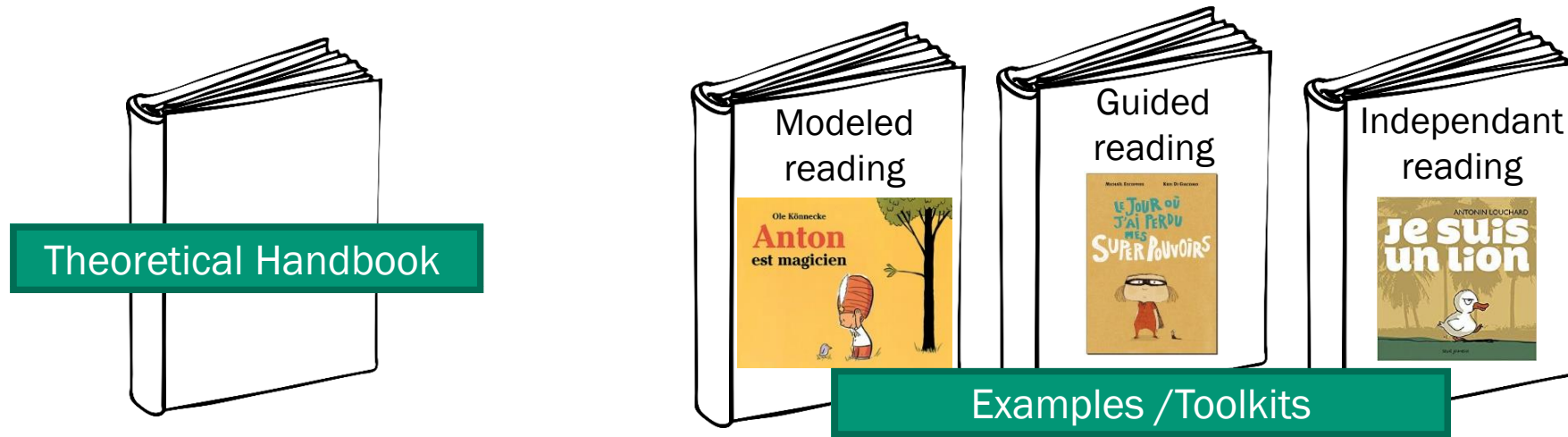
# Development of tools



Add structured modeling phase in comprehension workshop



# Development of tools





# Next steps

- Testing the final version of the modeling phase and the reading workshops
- Publication of the new materials to be use by a wider audience



**THANK YOU FOR  
YOUR ATTENTION**

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