



## Symposium

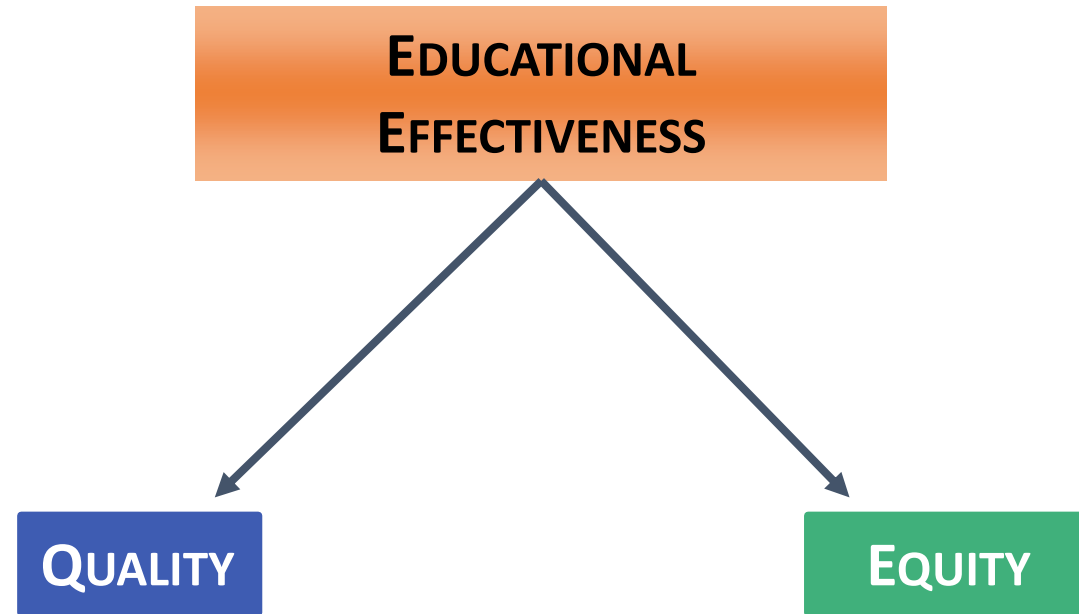
Quality of paper and digital reading  
learning opportunities in fourth grade:  
insights from PIRLS 2021 results

### *Reading performance and equity*

June 25, 2024

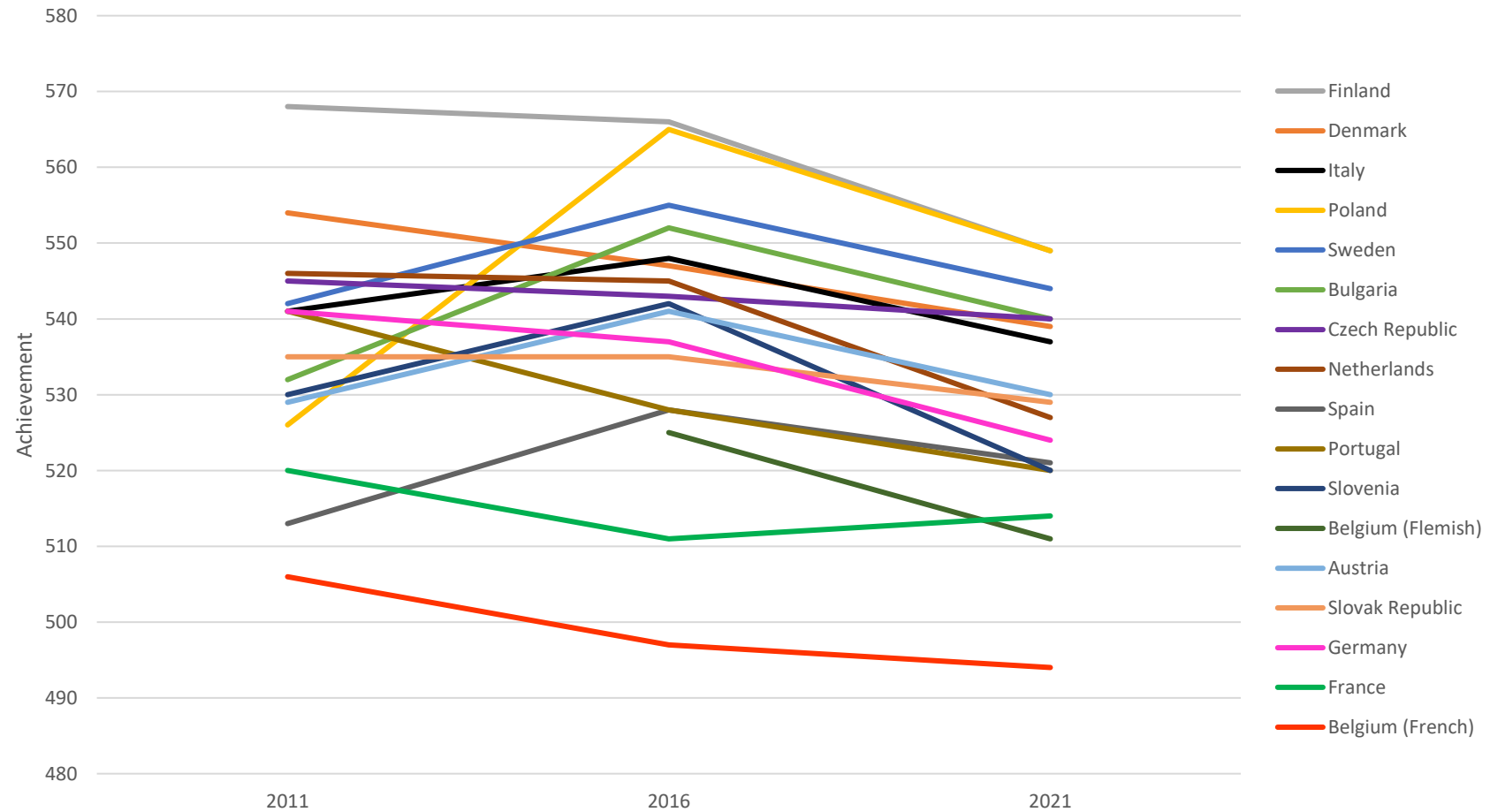
*Virginie Dupont  
Marine André  
Patricia Schillings*

# Introduction



# Introduction

## QUALITY

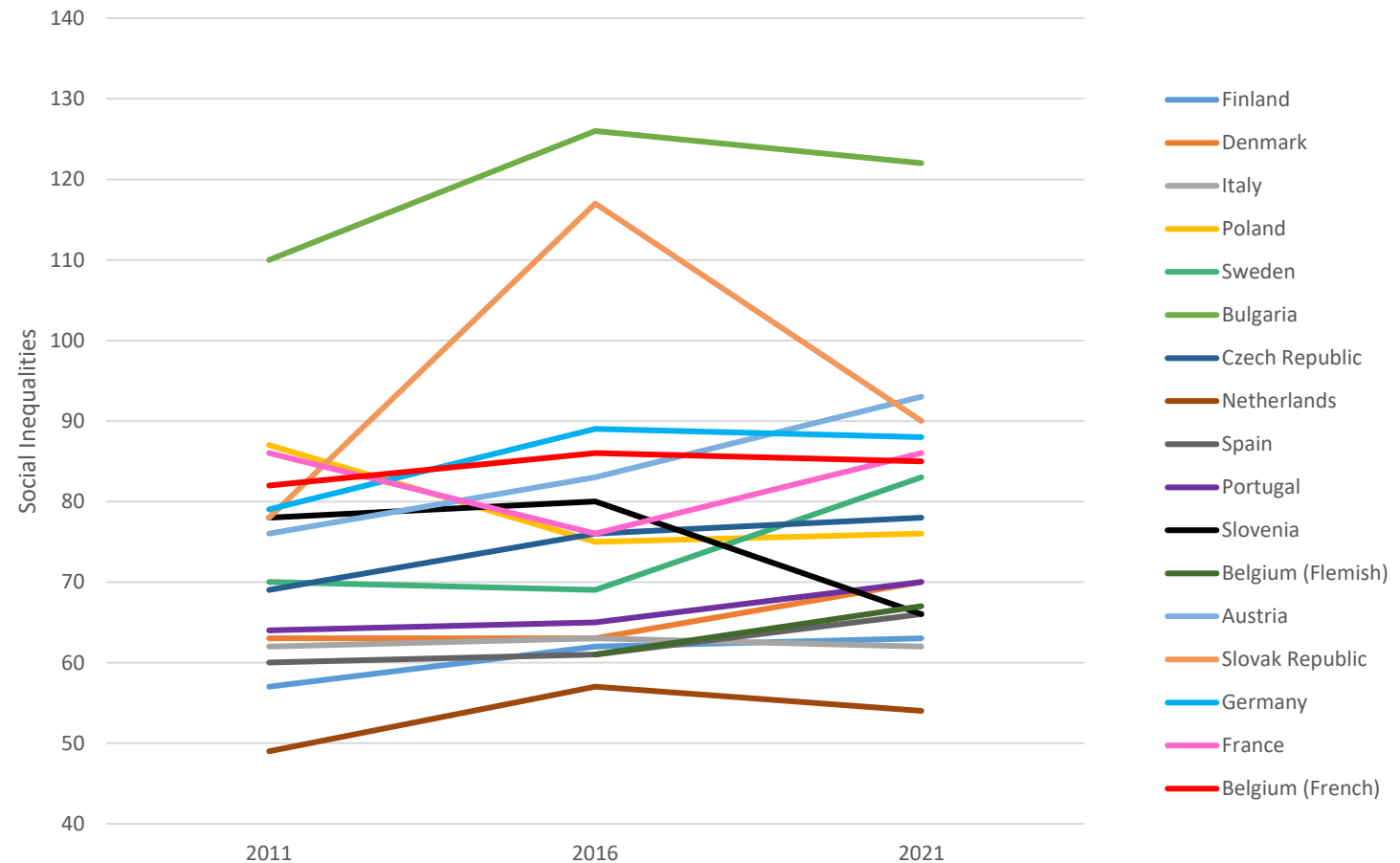


# Introduction

## EQUITY

### Social inequalities

→ achievement mean difference between high-SES students (quartile 1) and low-SES students (quartile 4).



SES = socioeconomical status

# Theoretical framework

The origins of these inequalities are multiple :

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- Teacher's practices :
  - ✓ Socio-cognitive misunderstandings (Bautier & Goigoux, 2004 ; Bautier & Rayou, 2009; Rochex et Crinon; 2011).

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- Teacher's practices :
  - ✓ Socio-cognitive misunderstandings (Bautier & Goigoux, 2004 ; Bautier & Rayou, 2009; Rochex et Crinon; 2011).
  - ✓ Opportunity to learn (Van Zanten, 2001) ≠ Opportunity to read



# Research Questions

Do teachers adapt their teaching practices to the classroom composition?

Do they adapt teaching practices to struggling readers?

# Methodology

## DATA

- PIRLS 2021 / French-Speaking Belgium
- 261 grade 4 classrooms from 158 schools
- 9 items from the teacher context questionnaire
  - Types of texts (2)

When you have reading instruction and/or do reading activities with the students, how often do you have the students read the following types of text (in print or digitally)?

Check **one** circle for each line.

Every day or almost every day  
Once or twice a week  
Once or twice a month  
Never or almost never

**A. Literary Reading Materials**

a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) -----  -----  -----  -----

b) Longer fiction books with chapters -----  -----  -----  -----

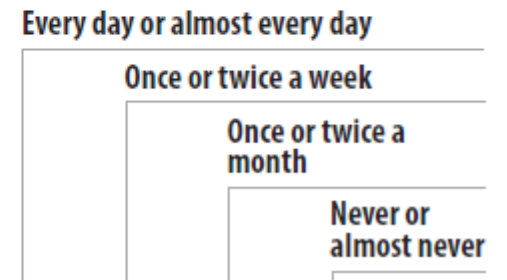
# Methodology

## DATA

- PIRLS 2021 / French-Speaking Belgium
- 261 grade 4 classrooms from 158 schools
- 9 items from the teacher context questionnaire
  - Types of texts (2)
  - Tasks to develop reading comprehension skills or strategies

How often do you ask the students to do the following things to help develop reading comprehension skills or strategies?

Check **one** circle for each line.



- c) Explain or support their understanding with text evidence ----- ○ — ○ — ○ — ○
- d) Compare what they have read with experiences they have had ----- ○ — ○ — ○ — ○
- e) Compare what they have read with other things they have read ----- ○ — ○ — ○ — ○
- g) Make generalizations and draw inferences based on what they have read ----- ○ — ○ — ○ — ○

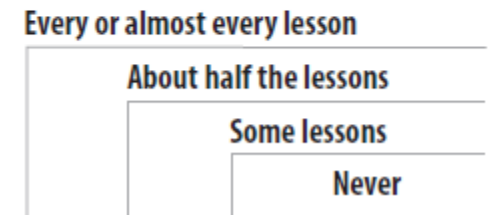
# Methodology

## DATA

- PIRLS 2021 / French-Speaking Belgium
- 261 grade 4 classrooms from 158 schools
- 9 items from the teacher context questionnaire
  - Types of texts (2)
  - Tasks to develop reading comprehension skills or
  - Challenging tasks (3)

How often do you do the following in teaching reading to this class?

Check **one** circle for each line.



- d) Encourage students to deepen their understandings of the text ----- ○ — ○ — ○ — ○
- f) Encourage students to challenge the opinion expressed in the text ----- ○ — ○ — ○ — ○
- g) Encourage students to read texts with multiple perspectives ----- ○ — ○ — ○ — ○

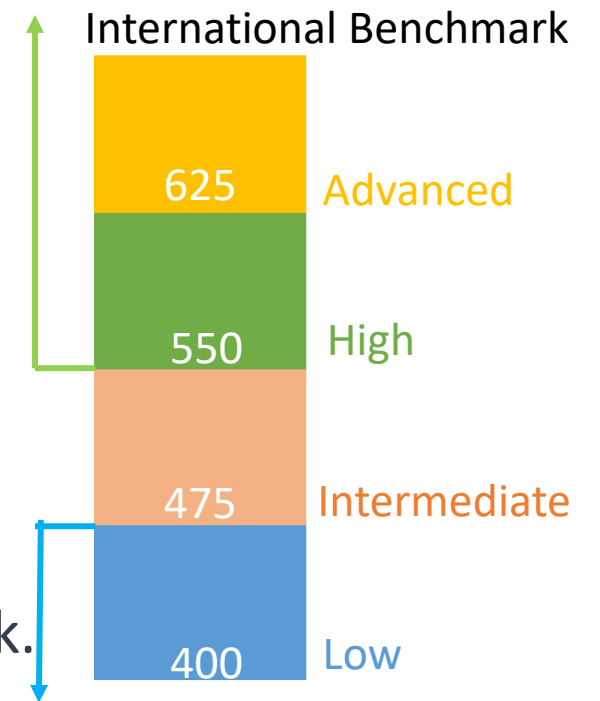
# Methodology

## ANALYSIS

- Classrooms categorization:

- **Classroom Level 3** => 50% or more of the students are at the **high or advanced** international benchmarks.

- **Classroom Level 1** => 50% or more of the students are below or at the **low** international benchmark.



# Methodology

## ANALYSIS

- Descriptive statistics
- % of students whose teachers declare doing.... / computed by class level.
- Significant differences ( $p < 0,05$ )

# Results

## Opportunity to learn – Types of texts

	Classroom	<span style="color: blue;">■</span> Every day or almost every day <span style="color: lightblue;">■</span> Once or twice a week <span style="color: lightgreen;">■</span> Once or twice a month <span style="color: teal;">■</span> Never or almost never
Short stories	Level 1	
	Level 3	
Longer fiction books with chapter	Level 1	
	Level 3	

# Results

## Opportunity to learn – Developing reading comprehension skills or strategies

	Classroom	<span style="color: blue;">■</span> Every day or almost every day <span style="color: lightblue;">■</span> Once or twice a week <span style="color: lightgreen;">■</span> Once or twice a month <span style="color: teal;">■</span> Never or almost never
<u>Students explain or support their understanding with text evidence</u>	Level 1	
	Level 3	
<u>Students compare what they have read with experiences they have had</u>	Level 1	
	Level 3	
<u>Students compare what they have read with other things they have read</u>	Level 1	
	Level 3	
<u>Students make generalizations and draw inferences based on what they have read</u>	Level 1	
	Level 3	



# Results

## Opportunity to learn – Challenging reading tasks

	Classroom	
Teachers encourage students to read texts with multiple perspectives	Level 1	
	Level 3	
Teachers encourage students to deepen their understandings of the text	Level 1	
	Level 3	
Teachers encourage students to challenge the opinion expressed in the text	Level 1	
	Level 3	

# Key findings

- Teachers adjust task to pupils in their classroom.
- Challenging tasks are less regular in level 1 classrooms.

# Discussion

- Linear conception of how to teach reading.
- Low teacher expectations for low level classrooms (Rubies-Davies, 2007).
- Teaching practices based on the conception of « filling the gap » rather than « believing in potential ».

# Limits and perspectives

- Self-reported practices.
- Need classroom observations.

A vertical stack of books with various colored spines (blue, orange, white) is visible on the far left edge of the slide.

**Thank you for your attention**