

**International ELINET Symposium 2018**  
**“Literacy in the 21st Century: Participation – Inclusion – Equity”.**

July 23-24, 2018, Cologne, Germany



**Section Ia: Language, literacy and professional development in preschool education**

**Chairs:** Eufimia Tafa, University of Crete, Greece & Renate Valtin, Humboldt University, Germany

Monday, July 23, at 16.00–17.30

**Location:** Seminar Building / Room S 23

LITERACY CHANGES LIVES.

**What are the conditions for an effective implementation of the French early literacy program “PARLER”?**

**Presenters:**

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**Abstract:**

According to PIRLS results, only 25 percent of Belgian grade 4 students master the reading skills that predict school achievement and allow the participation in civic and cultural life (Schillings & Lafontaine, 2013). These results argue for the introduction of effective programs in terms of prevention of reading difficulties for all students and especially those stemming from disadvantaged backgrounds. Indeed, it seems wiser to introduce a program that reduces the gaps between students before they start learning to read rather than trying to remedy their difficulties.

Thus, the French compensatory program “PARLER” – Discussing, learning, thinking, reading together to succeed - seems to be a useful approach to prevent reading difficulties (Zorman, 2015), because it focuses on teaching the oral language skills which are considered to predict reading proficiency. The relevance of this program is based on the joint development of skills related to two main components of reading: **the code related skills** and **the comprehension skills** (Bianco, 2015). In addition, the cognitive process and strategies are made explicit to the students who are taught in ability groups in order to allow a better differentiation in terms of quality and quantity (Meirieu,

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1999). These groups sessions are short, intensive, regular, structured and planned from 3<sup>rd</sup> kindergarten until grade 2. Indeed, it has been shown that this type of interventions is efficient. (Barnett & Masse, 2007).

The data were collected among nine teachers who introduced the program “PARLER” in 3<sup>rd</sup> kindergarten in five French Belgium experimental schools in September 2017. Relying on the analysis of the teachers’ activity and their reflexive stance during debriefings, the main didactic obstacles as well as some examples of effective practices that allowed to overcome these obstacles were identified. The very first results showing the impact of these literacy practices on students’ learning will be also presented.

**References:**

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**Bio notes:**

**Charlotte Dejaegher** is a Primary school teacher and also graduated in Sciences of Education. She works at University of Liège as PhD since 2017 in the *Analysis and Support of Teacher Development Department*. Her main research interests are early literacy, teacher’s professional development and vocational training. She is currently conducting a research on the effects of an intervention program focused on teaching the oral language skills which are considered to be good predictors of reading

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proficiency in order to reduce the number of students who have reading difficulties. This program proposes short, intensive, regular and structured group sessions, which are planned from 3rd kindergarten until grade 2. She is responsible for accompanying teachers from five disadvantaged schools in French Belgium in the implementation of this program.

**Marine André** is a lower secondary education teacher in History, Geography and social sciences. She has obtained a Master's degree in Sciences of Education. She is a researcher in the *Analysis and Support of Teacher Development* Department at the University of Liège since 2016. Her area of research focuses on teachers' professional development, particularly in the field of literacy, including video-formation. The main tasks she is responsible for are teachers' accompanying in the framework of case studies concerning the implementation of tools for young children's writing. She worked as national coordinator of the Erasmus + project BleTeach (Blended Learning in Teacher 's Professional Development for Reading Literacy). This project involved the development of a continuous training device for lower secondary teachers. This blended courses aimed at developing students' literacy skills that serve learning disciplinary school subjects. In order to introduce research results and evidence-based practices into teachers' current practices and thus foster professional development, she contributed to design a professional development tool in Mother tongue didactics dedicated to teachers involved in the core curriculum, and she developed a raising awareness tool for diagnostic assessment of informative texts comprehension, as part of compulsory education reform in Belgium (Pact for a teaching of excellence).