

Symposium: Classroom-based Research on Literacy and Numeracy in French Immersion Programs

Immersion 2012: Bridging Contexts for a Multilingual World
St. Paul, Minnesota, USA

October 18-20, 2012

Karla Culligan, PhD Student
Josée Le Bouthillier, PhD Candidate
Renée Bourgoin, PhD Candidate

Second Language Research Institute of Canada
University of New Brunswick



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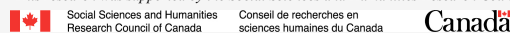


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Plan

- Introduction
- *Pente or Slope? The Decision-making processes and Experiences of Secondary Students in French Immersion Mathematics* (Karla Culligan)
- *What Do High School French Immersion Students Notice During a Modeled Writing Activity?* (Josée Le Bouthillier)
- *Learning to Read in L1 and L2: Profiles, Differences, and Indicators* (Renée Bourgoin)
- Questions and discussion of common themes

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Introduction: Literacy and Numeracy

- Strong emphasis on literacy and numeracy in educational policy and pedagogy
 - High school mathematics
 - High school writing
 - Elementary school reading
- Methodologies
 - Phenomenology
 - Case Study
 - Longitudinal Ethnographic Case Study

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Overview Common Themes

- Bridging research and practice
- Classroom implications
- Exemplary teaching practices
- Student learning

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Pente or Slope? The Decision-Making Processes and Experiences of Secondary Students in French Immersion Mathematics

Karla Culligan, PhD student
University of New Brunswick
Second Language Research Institute of Canada
kculliga@unb.ca
www.unb.ca/L2

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Outline

- Context
- Background Literature & Research Questions
- Theoretical Framework
- Study
- Results
- Implications
- Future Directions

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THE CONTEXT

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Context

- Early Immersion (Grade 1 entry)
 - Mathematics in French (Grades 1-10, Grade 11 optional)
- Late Immersion (Grade 6 entry)
 - Mathematics in French (Grades 6-10, Grade 11 optional)
- EFI and LFI combined at Grade 10 for content courses

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A Selection

BACKGROUND LITERATURE

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Background Literature


- Canadian Immersion Model
(e.g. Day & Shapson, 1996; Swain & Johnson, 1997)
- Mathematics in Immersion – Empirical studies
(e.g. Bournot-Trites & Reeder, 2001; de Courcy & Burston, 2000; Jappinen, 2005; Lapkin, Hart, & Turnbull, 2003; Setati, 1998; Turnbull, Lapkin & Hart, 2001)
- Code-switching/Language Use
(e.g., Adler, 1998, 1999; Barwell, 2005; Moschkovich, 2002, 2007; Setati, 1998; Setati, Adler, Reed, & Bapoo, 2002)
- Attrition from French Immersion
(e.g. Lewis & Shapson, 1989; Hafsall, 1994; Obadia & Theriault, 1995)

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Research Questions

1. Program numbers?
2. Students' decision-making processes?
Teachers' experiences with students' decision-making?
3. Students' experiences in: FI Math 11? Eng Math 11? Teachers' experiences in FI Math?
4. What makes a "good" FI Math class?

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Interpretivism and Phenomenology

THEORETICAL FRAMEWORK

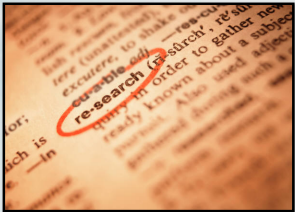
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Theoretical Framework for Research

Interpretivism
"looks for culturally derived and historically situated interpretations of the social life-world" (Crotty, 1998, p. 67)

Phenomenology
"What is this or that experience like?" (van Manen, 1997, p.9)
"a study of people's subjective and everyday experiences" (Crotty, 1998, p. 83)
"an exploration via personal experiences" (Crotty, 1998, p. 83)

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Methodology, Methods, Participants, Data Analysis

THE STUDY

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Methodology and Methods

Methodology


- Phenomenological approach
- Qualitative research
"What's going on here?" (Locke, Spirduso, & Silverman, 2007, p.96)
- Simple descriptive statistics (e.g., %, counts)

Methods

- Semi-structured, open-ended interviews
- Single site



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Students and Teachers

THE PARTICIPANTS

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Student Participants (Eng Math 11)

Student Participant Demographics

Grade Eleven English Mathematics			
Pseudonym	Gender	Grade 11 English Mathematics Mark (%) Range (Two Semester Average)	FI Point of Entry (Grade)
Daniel	M	60 – 75	6
Shane	M	76 – 89	6
James	M	76 – 89	6
Christopher	M	76 – 89	1
Lisa	F	76 – 89	6
Jack	M	90 – 100	1

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Student Participants (FI Math 11)

Student Participant Demographics

Grade Eleven FI Mathematics			
Pseudonym	Gender	Grade 11 FI Mathematics Mark (%) Range (Two Semester Average)	FI Point of Entry (Grade)
Ann	F	60 – 75	1
Paul	M	60 – 75	1
Mark	M	76 – 89	1
Andrew	M	76 – 89	1
Rodney	M	76 – 89	6
Amanda	F	76 – 89	6
Melanie	F	90 – 100	1
Megan	F	90 – 100	1
Grace	F	90 – 100	6
Susan	F	90 – 100	6

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Teacher Participants

Teacher Participant Demographics


Pseudonym	Gender	Years of Teaching Experience (Range)
Ryan	M	1 – 15
Samuel	M	1 – 15
Elizabeth	F	16 – 30
Theresa	F	16 – 30

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Data Analysis

- Interviews audio-recorded
 - Student interviews: 16 min - 34 min
 - Teacher interviews: 40 min - 1 h 30 min
- Transcriptions
- Coding (Creswell, 2003; Seidman, 2006)

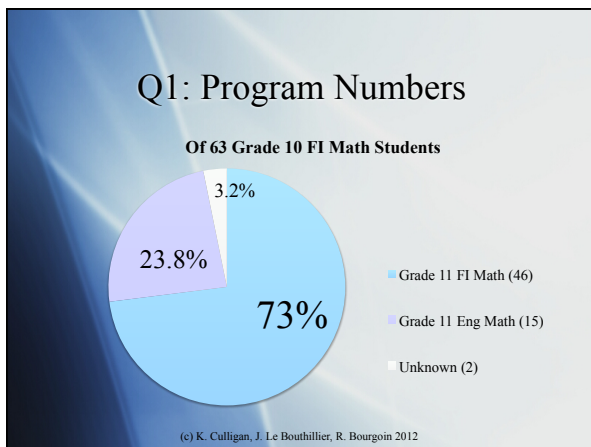
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Emergent Themes by Research Question

THE RESULTS

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Q2: Students' Decision-Making

*I was a little more set on staying in french, just because I was used to it for so long, that I couldn't really picture trying to learn in the English. It felt more comforting to have it in french, kind of safe, I want to say.
(Ann, FI Math 11)*

*I wanted to get my french certificate obviously, needed a certain amount of courses and math was available so I chose math to do in french. ... it was good practice for as far as your french goes and you're still learning all the same math stuff as anyone else so it was almost killing two birds with one stone. It was a double-whammy.
(Andrew, FI Math)*

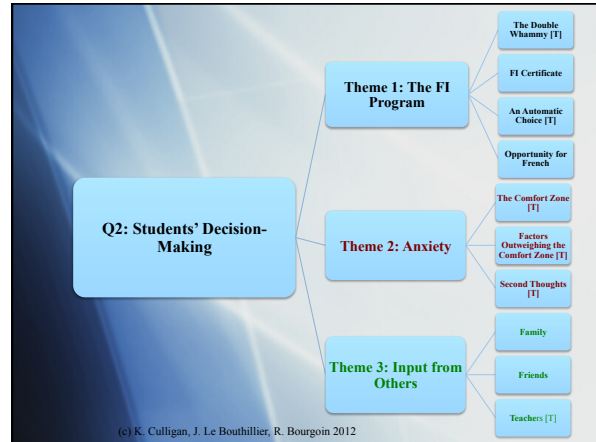
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Q2: Students' Decision-Making

in Grade 12, math is only offered in English and the same with university so, kind of figured it'd be more experience in the English, better to switch over then. I thought it would be harder to switch over in Grade 12. (Christopher, Eng Math)

I knew I wouldn't get my french certificate or anything but, I don't know, I guess I wasn't too worried about that at the time. I'm happy with my decision. ... I know how to speak French, but I'd rather have higher grades and know what I'm doing. (Daniel, Eng Math)

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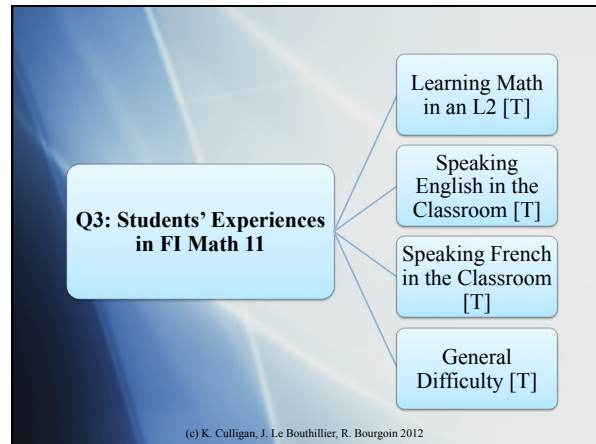


Q3: Students' Experiences in FI Math 11

I find math an easy course to take in french because it's not much different, because you're working a lot with, like, numbers [...] So the knowledge of math, and applying terms and concepts, it's all the same. It doesn't matter what language it is. (Susan, FI Math)

in math you know how to get it across because you're taught all these terms, but if you're just trying to tell someone something it's just kind of hard to like, figure out how to say what you want to say and so it's just like, easy to get tempted to try and like, explain it to them in English. ...and so if you're kind of paranoid...it's easier to try to explain it in French, because you're like, "Oh I don't want to get like, in trouble for speaking English" and like, doing hand motions and stuff. (Grace, FI Math)

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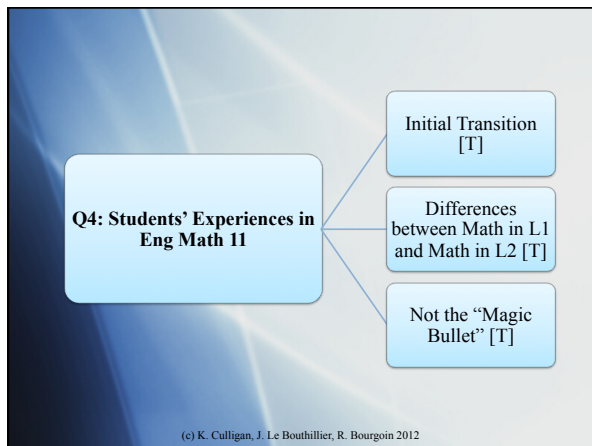


Q4: Students' Experiences in English Math 11

Math was the one that wasn't bad because, you know, they're numbers, right? And I can see it, it's one language but ah, some of the terms were kind of different. When I went into English I heard, "Slope? What's slope?" (James, Eng Math)

I have a larger vocabulary and a more broad understanding of things in English, just from living my life in it. [...] and the biggest part was definitely understanding problems in front of me without the mental translation. [...] I was more comfortable in English, though I do feel I could've performed the same in French (Jack, Eng Math)

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Q5: The "Good" FI Mathematics Class

Teacher Traits	Teaching Skills	Class Structure	Student Influences
<ul style="list-style-type: none"> • Enthusiasm [T] • Knowledgeable [T] • Caring [T] • Organized 	<ul style="list-style-type: none"> • Effective explanations [T] • Use of English [T] • Real-life connections [T] • Speaking French slowly • Encouraging participation of all students 	<ul style="list-style-type: none"> • Opportunities for speaking French [T] • Group work [T] • Homework [T] • Classroom management • Variety 	<ul style="list-style-type: none"> • Success • Desire

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Bridging Research and Practice

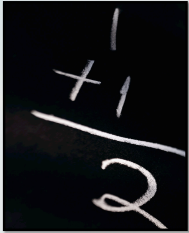
PEDAGOGICAL IMPLICATIONS

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Implications

- FI Mathematics can be a viable option
- Balance between opportunities for speaking French (L2) (immersion pedagogy) and the first language (L1) as a resource
- Switch to English ≠ Magic Bullet
- Students' and teachers' ideas of a “good” class are complex and varied

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Strengths and Limitations of Phenomenological Research

METHODOLOGICAL IMPLICATIONS

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Phenomenological Classroom Inquiry

<p>Strengths</p> <ul style="list-style-type: none"> ▪ Giving participants (students, teachers) a voice ▪ Acknowledging multiple ways of knowing ▪ A deeper sense of our classrooms and the teaching/learning within them 	<p>Limitations</p> <ul style="list-style-type: none"> ▪ Interview/er interference ▪ Internal/external pressures on participants ▪ Single site ▪ Researcher biases
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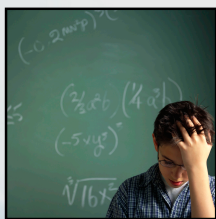


FUTURE (ONGOING) RESEARCH

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Current Doctoral Research

- Students' use of L1 in L2 Mathematics classrooms
 - SCT/Collaborative Dialogue
 - Discourse analysis
 - L1 as a cognitive tool



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Thank You

Questions/Discussion

Karla Culligan
kculliga@unb.ca

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What Do High School French Immersion students notice during a modeled writing activity?

INSTITUT DE RECHERCHE EN LANGUES SECONDES DU CANADA
SECOND LANGUAGE RESEARCH INSTITUTE OF CANADA

Josée Le Bouthillier
CARLA, October 2012
St. Paul, Minnesota

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Introduction

- More emphasis on literacy, writing included, in second language education - Twenty-first century skills & globalisation (Hyland, 2007).
- Numerous studies showed that writing (as well as oral production) remain a big challenge for immersion students (e.g. Cormier & Turnbull, 2009; Lapkin, Swain & Smith, 2002; Swain, 2001).
- Proposed solution – focus on form (e.g. Doughty & Valera, 1998; Swain, 2001)
- Studies in immersion mainly focused on one grammatical concept in particular (e.g. Day & Shapson, 1991 – conditional verb tense; Harley, 1987 – passé composé & imparfait; Harley, 1998, & Lyster, 2004 – grammatical gender)
- Writing is more than linguistic forms. Studies in writing underscore the importance of explicit integration of writing processes and genre in addition to linguistic forms (e.g. Cavanagh, 2006; De La Paz & Graham, 2002; Hyland, 2007)

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Purpose of the study

- To determine what French immersion students noticed during a modelled writing activity. Linguistic forms only?

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Theoretical framework & context of study

- Noticing hypothesis (Schmidt, 1995)
 - Implicit/explicit (e.g. Doughty, 2001; Ellis, N & Robinson, 2008; Ellis, R., 2009)
- Modelled writing (e.g. Braaksma, Rijlaardsdam & van den Bergh, 2002; Zimmerman & Kistsantas, 2002)
 - Vygotsky (1978)
 - Wood, Bruner & Ross (1976)
 - Bandura (1986)

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Theoretical framework & context of study (con'd)

- ⦿ Process writing approach (Pritchard & Honeycutt, 2007)
 - Planning, drafting, editing & publishing
 - Learning processes
 - Socio-affective factors
- ⦿ Genre (Hyland, 2007)
- ⦿ Six traits of writing – ideas (content, themes/topics), organization (textual functions), word choice (linguistic), sentence fluency (linguistic), voice, conventions (linguistic) (Bellamy, 2005)

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Research questions

- ⦿ **What do high school French immersion students notice during a modeled writing activity?**
- ⦿ What gaps do high school French immersion students notice between their knowledge and the expert writer's knowledge?

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Methodology

- ⦿ Case study (Merriam, 2002)
- ⦿ Participants
 - 18 students from a French immersion combined class of grade 11/12
 - 1 teacher
 - Researcher (did the modelled writing)

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Methodology

- ⦿ Modelled writing activity
 - Opinion text (focused on introduction because of time constraint)
 - 50 minutes
 - Focused on meaning while taking into consideration writing purpose & audience

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Methodology

- ◎ Data collection
 - Researcher field notes
 - Teacher observations and field notes
 - Researcher combined field notes and shared these with teacher
 - Students answered, by writing, three questions
 - data for this presentation stems from the following question: **What did you learn during the modelled writing activity?**

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Methodology

- ◎ Coding – According to what was taught

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FINDINGS - Organisation

Total – 10 units of analysis

Knowledge

- Introduction (statement of problem, statement of thesis, road map) 5
- Introduction (hook) 1
- Transition words 0

Strategies

- Graphic organizer for organizing ideas 2
- Rereading for cohesion & coherence 2

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FINDINGS - Ideas

Total – 2 units of analysis

Knowledge

- Opinion supported by facts 1
- Origin of subject knowledge (readings, discussions, media) 0
- Clearly mark main idea in text 0

Strategy

- What to do in case of writer's block 1

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FINDINGS – Word choice

Total – 7 units of analysis

Knowledge

- Avoidance of overused/frequent words 1
- Avoidance of distracting repetitions 1
- Choosing evocative words 2

Strategy

- How to use a Thesaurus 3

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FINDINGS - Voice

Total – 3 units of analysis

Knowledge

- Engaging with "imagined" readers 2
- Think of audience 1
- Think of the writing purpose 0

Strategies – None modelled for voice

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FINDINGS – Sentence fluency

Total – 2 units of analysis

Knowledge

- Varying sentence beginnings 1
- Varying sentence types 0

Strategy

- Read aloud for rhythm and flow 1

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FINDINGS - Conventions

Total – 1 unit of analysis

Knowledge

- Verb/subject agreement 0
- Noun/adjective agreement 0
- Spelling 0

Strategy

- How to use unilingual French dictionary 1

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Findings – Process of writing

Total – 3 units of analysis
Planning, drafting, editing

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Analysis and discussion

- ◉ All categories noticed but not equally
 - Organization – 10/31 units (32.26%)
 - Word choice – 7/31 units (22.58%)
 - Voice and writing process – 3/31 (9.67%)
 - Ideas and sentence fluency – 2/31 (3.22%)
- ◉ Modelled writing is efficient practice for writing instruction (e.g. Braaksma, Rijlaardstam & van den Bergh, 2002; Couzjing, 1999; Graham & Haris, 1994)

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Analysis and discussion

- ◉ Prevalence of noticing organization underscore its importance for students in this study.
- ◉ Studies highlight L2 students difficulty with vocabulary (e.g. Cornaire & Raymond, 1994; Hyland, 2007) and, also importance of vocabulary for L2 acquisition (Belgar & Hunt, 2005)
- ◉ How-to knowledge needs to be taught in action (Tardif, 1992)

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Conclusion – Pedagogical implications

- ◉ Modelled writing may be an efficient practice for integrating explicit instruction for all knowledge and strategies pertaining to writing.
- ◉ Considering the importance of the discursive (organization) competence, integrating it in explicit instruction (in addition to linguistic forms) is necessary.
- ◉ Modelled writing is an efficient practice for integrating explicit instruction on how-to knowledge.

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Methodology : Case Study Strengths & Limitations

- Strengths
 - Focus on students, giving them a voice
 - Provides insights into the complexities of teaching and learning in their particular context.
 - Limitations
 - Is it a methodology or more a choice of what will be examined?

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Learning to read in French and English:
Profiles, Differences & Indicators

2012
St. Paul, Minnesota

SSHRC CRSH

Renée Bourgoin, PhD candidate
University of New Brunswick

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Content

- I – Introduction
- II – Research questions
- III – Methodology
- IV – Data analysis & implications

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Introduction

Background

Reforms to second language programs in N.B.

- Elimination of a Grade 1 French immersion entry-point
- Implementation of Grade 3 entry-point
- Concerns over streaming and English literacy

Rationales for eliminating Grade 1 French immersion

1. To develop solid English literacy skills
2. Concerns over streaming
 - Heterogeneous grouping
 - Provide interventions

Parents would be able to make better program decisions come Grade 3

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Introduction

Purpose

- To explore the **reading experiences** of **at-risk** and non at-risk students as they **transition** from grade 2 English to grade 3 French immersion.
- Why reading?
 - A significant factor for students exiting the French immersion program
 - Impact of inclusion

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Theoretical Framework

Common Underlying Proficiency Hypothesis (Cummins, 1984; 2000)

- Different on the surface, but supported by shared concepts, skills, and linguistic knowledge
- transferable across languages

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Koda & Zehler (2008); Durgunoglu (2002); Bialystok (2001); Genesee et al. (2006)

Research questions

1. What are the reading profiles of at-risk and non at-risk students? Do at-risk and non at-risk students exhibit the same reading profiles in their first and second language?
2. Do at-risk students and non at-risk students differ with respect to their knowledge of reading strategies in their first and second language? If so, how?
3. Are the reading strategies used in L2 similar to or different from the strategies used for L1 reading? If they are different, in which ways(s) are they different for at-risk and non at-risk students?

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Methodology

Research design

- Methodology
 - Longitudinal ethnographic case study
- Site & participants

SITE	STUDENTS	TEACHERS	PARENTS
2 / 3 schools (representational, size, grade 3 FI)	60 (transitioned into grade 3 FI)	8 grade 2 teachers 4 grade 3 FI teachers	60

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Methodology

Student profiles

Identification of at-risk readers in grade 2

- At-risk readers
 - 11+ at-risk students
 - French 3rd language (7)
 - Speech impediment (3)
 - Asperger (1)
- High performing
 - 20+ students
 - ADHD/ODD (1)
 - Intellectual delay (1)
- Average
 - 30 students
 - First Nations (1)
 - Being tested LD (3)
 - Literacy support (10)

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Methodology

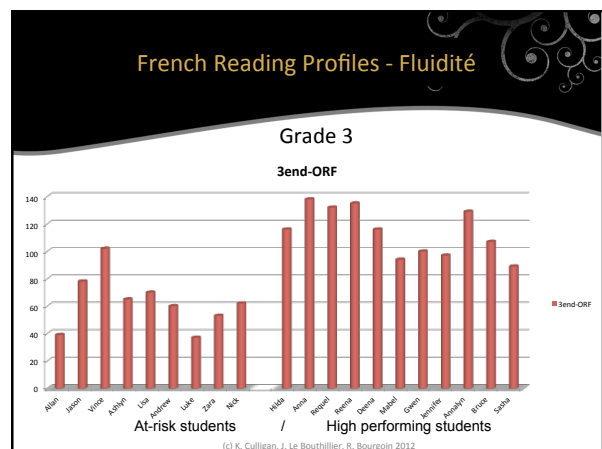
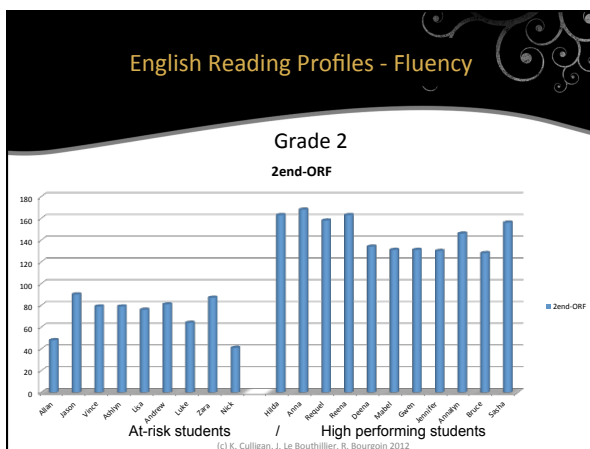
Methods and tools

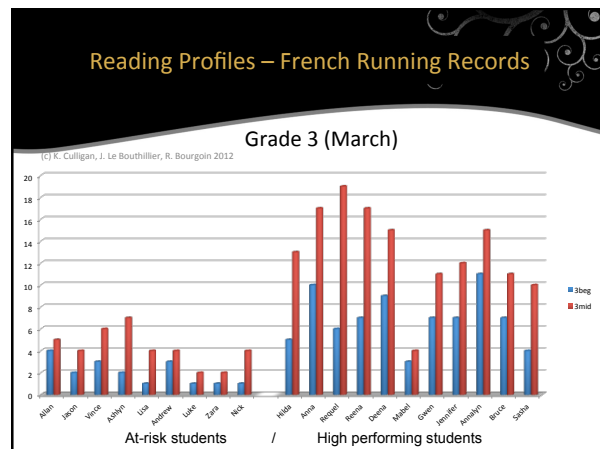
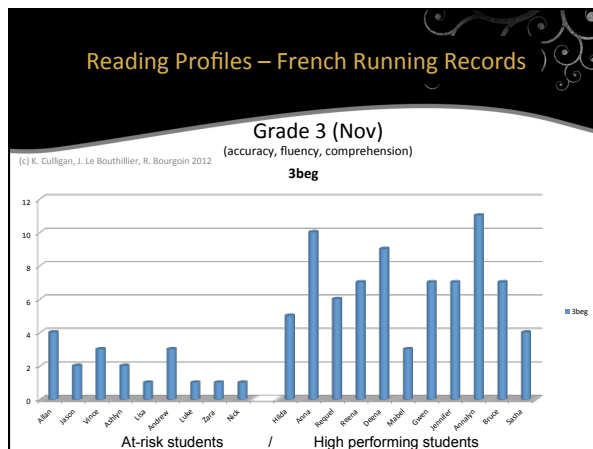
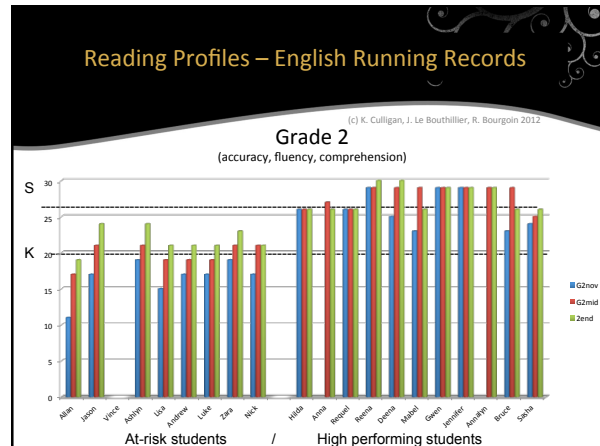
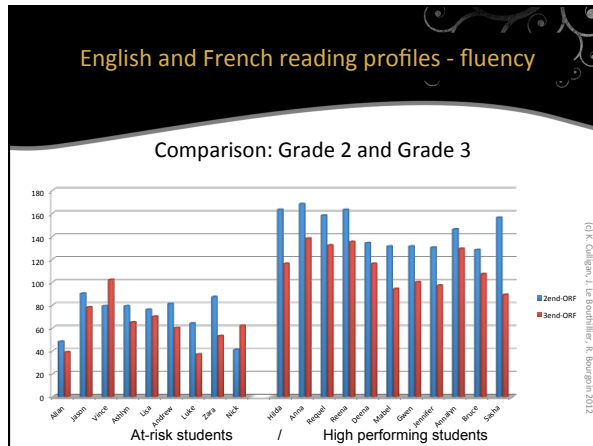
1. Classroom observations
 - 24 observations (grade 2); 12+ observations (grade 3)
2. Teacher interviews
 - Grade 2 (mid, end); Grade 3 (early, mid, end)
3. Parent questionnaire
4. Artifact collection
 - Teacher running records & rapports; provincial assessment
5. Think aloud/observations/interviews
 - DIBELS (mid, end grade 2); IDAPEL (early, mid, end grade 3)
 - Running records (early, mid, end grade 3)
 - Think aloud and interviews: grade 2 (x 2); grade 3 (x4)

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Students' reading profiles in L1 and L2

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Knowledge of reading strategies

Grade 3 – French comprehension

At-risk	High performing
<ul style="list-style-type: none"> Read the story again (1) Think about the story (1) Memorize it (1) 	<ul style="list-style-type: none"> Think about the story (3) <u>Look for /think of known words</u> (4) <u>Think of similar words</u> (1) Skip word and go back (1) Look at the pictures (1) Think of other possible endings (1)

"Usually I forget everything, but then I remember after a while. I try to think about what happened, then I get it".

"If it doesn't make sense to me I try to make it make sense. I use the words I know and replace them with the words I don't (allons-y, I know allons, with moteur I know motor)".

Écraser...what do you think it means? "Couper, déchirer, écraser" (points to her teeth). They cut, your K9 tear and they mash".

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Knowledge of reading strategies

Grade 3 – self-monitoring

At-risk	High performing
<ul style="list-style-type: none"> I don't know (2) Look at the pictures (2) Practice a lot (1) Ask someone (1) 	<ul style="list-style-type: none"> <u>Apply knowledge of the accents and sounds (letter combinations)</u> (3) Look at the pictures (3) Reread word (1) <u>Use sentence to figure out word</u> (1) Ask the teacher /friend (2) Sound / stretch the word out (2) Think of known / similar words (3)

"I don't really know!"

"I don't know...sometimes I just look at the pictures...but some words I practiced a lot...I'm not sure about really big words".

"...I sound it out or use my strategies like the sounds I know or, gn...I use the words I know or I go to the end of the sentence and then I try to fit in a word that would make sense".

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Data analysis – declarative knowledge of reading strategies

Grade 3 – strategies transferred? (beginning vs. March grade 3)

At-risk	High performing
<ul style="list-style-type: none"> Less in March (2) More in March (1) 	<ul style="list-style-type: none"> More in March (2) The same amount / depends (2)

"I'm kinda using more now because I didn't really know all the strategies at the beginning of the year".

"I was using more strategies at the beginning...because it's my first year in French and I didn't know anything".

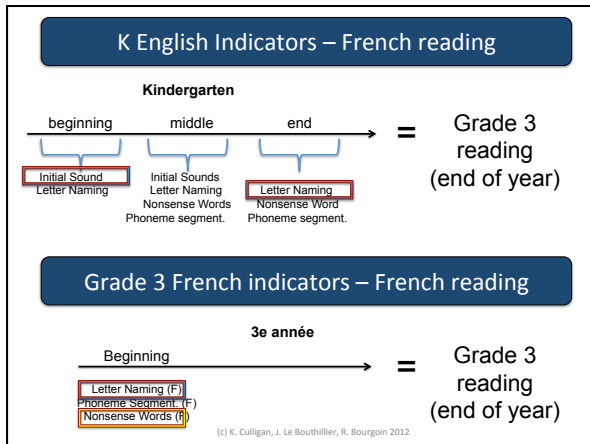
"The same because I'm reading higher levels now but I didn't know as much French back in September".

I think it depends on what I'm reading... Like if I had a really really hard words I would use a strategy".

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Indicators of success across languages

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Implications

Reading profiles

- Appreciation of students' English reading profiles
- Early identification of at risk students for INTERVENTION
 - L1 profiles and success indicators (ex: letter naming)
- Time needed to develop competencies (growth nov-end)
- English development :
 - No negative impact on English reading development
 - Not overtaxing for at-risk learners

Classroom instruction & curriculum

- Instruction geared to at-risk students' needs
 - Role of transfer (teaching or re-teaching strategies)
 - Focus on metacognition/metalinguistic
 - Focus on sound work & vocabulary development
- Multiliteracies pedagogy

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Symposium: Classroom-based Research on Literacy and Numeracy in French Immersion Programs

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Karla Culligan, PhD Student
Josée Le Bouthillier, PhD Candidate
Renée Bourgoïn, PhD Candidate

Second Language Research Institute of Canada
University of New Brunswick



INSTITUT DE RECHERCHE EN LANGUES SECONDES DU CANADA
SECOND LANGUAGE RESEARCH INSTITUTE OF CANADA

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