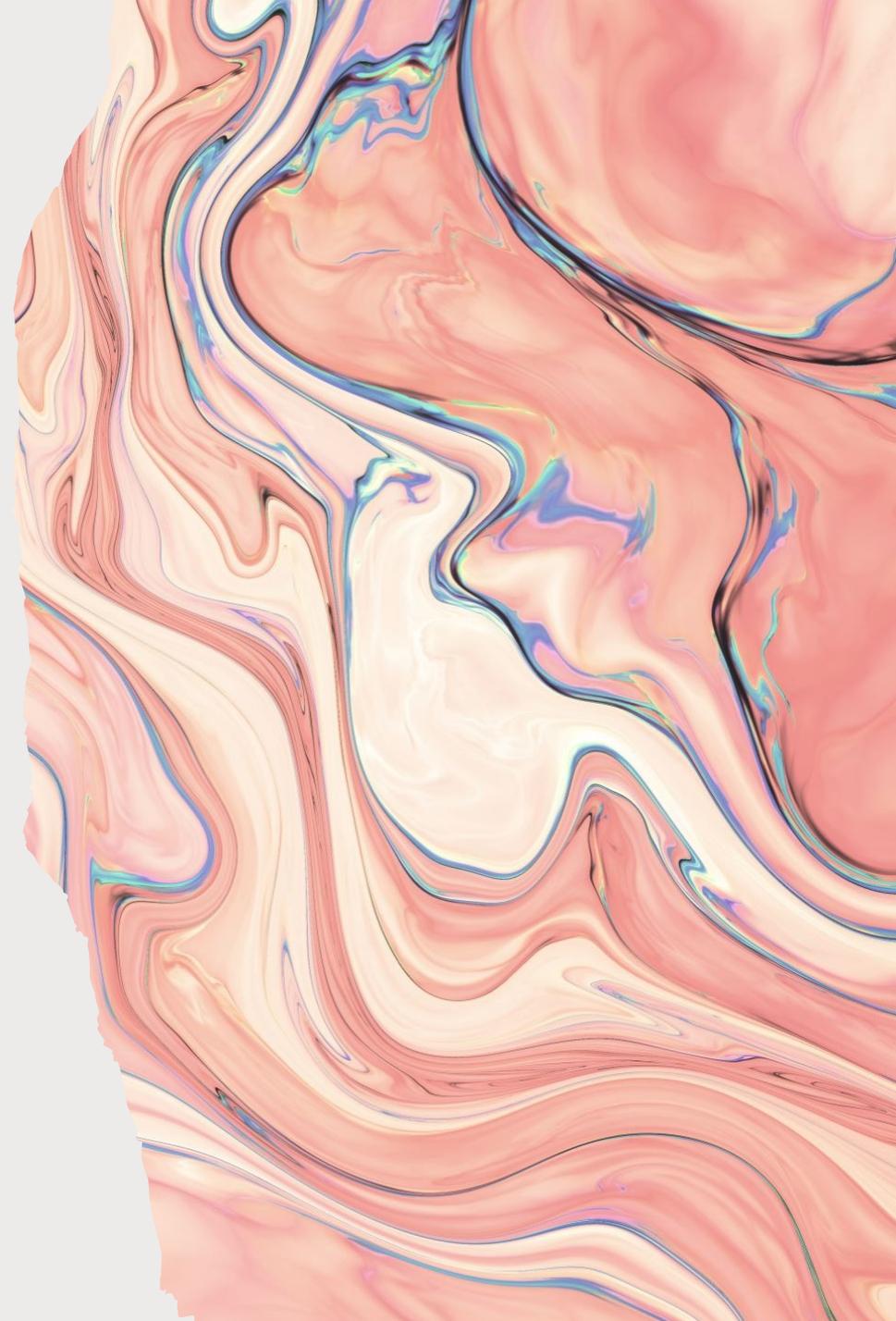


PREDICTORS OF SUCCESS IN
FRENCH READING FOR LESLLA
LEARNERS IN QUEBEC:
DEVELOPING TOOLS TO MEASURE
KEY VARIABLES

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CONTEXTE

LESLLA learners

FORMAL SCHOOLING

- ▶ Less than 8 years (auto-declared)

L1 LITERACY LEVEL

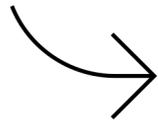
- ▶ Unknown and variable

LINGUISTIC INTEGRATION NEEDS

- ▶ Same as non-LESLLA learners

LEARNERS CHARACTERISTICS

- ▶ Little known



- ▶ Limited comprehension of L2 reading development Deygers et al., 2021
- ▶ Lack of adapted interventions Choi et Ziegler, 2015; Vinogradov, 2008; Young-Scholten, 2013

GENERAL OBJECTIVE

To determine which variables can predict reading success in French L2 among LESLLA learners enrolled in French as a second language courses in Quebec.

SUMMARY OF THEORETICAL FRAMEWORK

Predictors of success in L2 reading (non-LESLLA)

1

L1 READING SKILLS

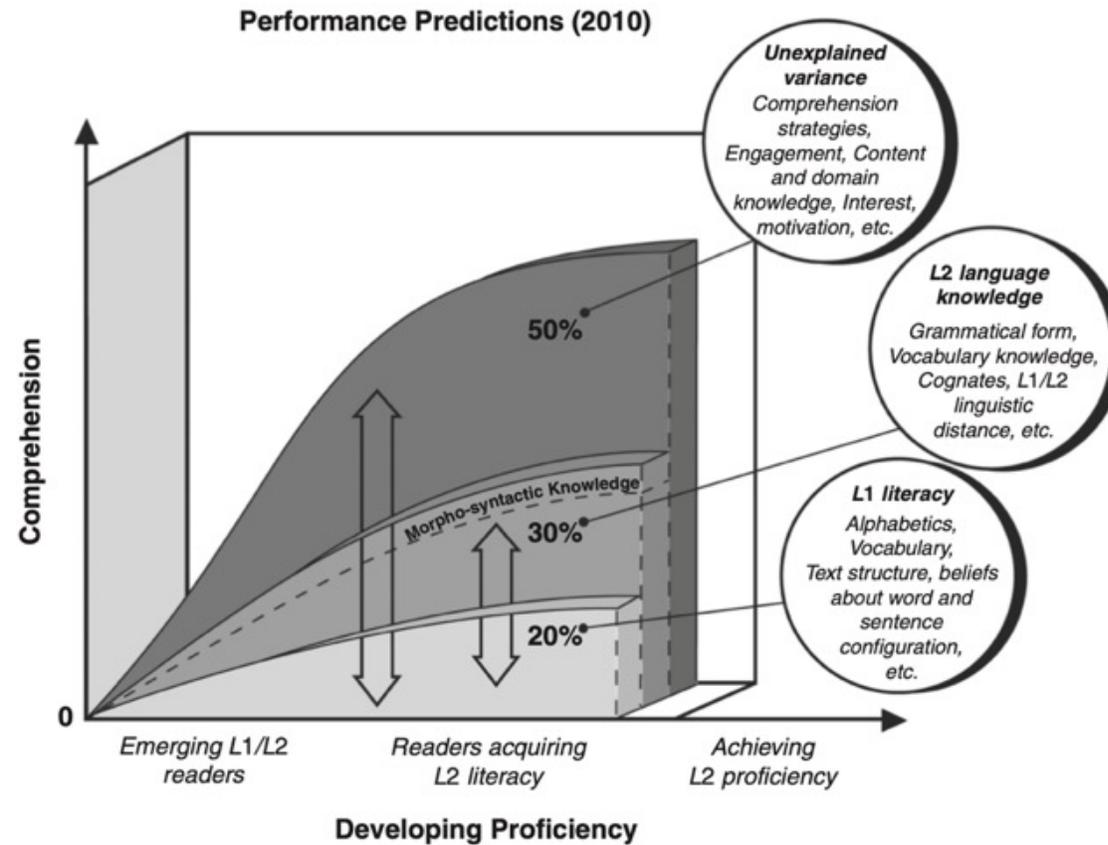
Burt et al., 2003; Kreeft Peyton,
2012; van de Craats, 2011

2

L2 ORAL SKILLS

Guo, 2018; Pichette et al., 2003;
Shiotsu et Weir, 2007

COMPENSATORY MODEL OF SECOND LANGUAGE READING



Bernhardt, 2010

SPECIFIC OBJECTIVES

To determine to what extent

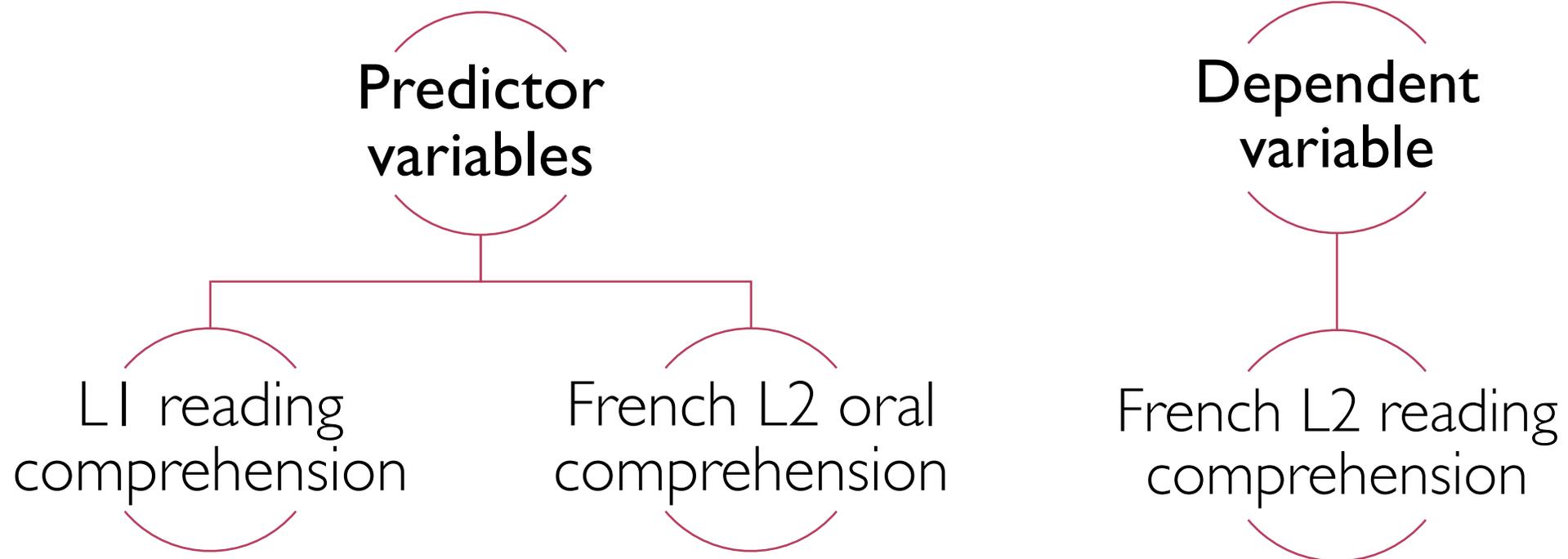
- 1 Reading comprehension in L1
- 2 Oral comprehension in French L2

predict French L2 reading success among LESLLA learners enrolled in French L2 courses in Quebec.

METHODOLOGY

TYPE OF RESEARCH

Correlational-predictive research



PARTICIPANTS



LESLLA learners enrolled in a LESLLA French class in Montreal



Arabic, Dari, Spanish Fortier et al., 2020



> 70 participants Harris, 1985; Stevens, 2002; Tabachnick et Fidell, 2001

INSTRUMENTS

1 Test of L1 reading comprehension

PV1 L1 reading comprehension

2 Test of French L2 oral comprehension

PV2 French L2 oral comprehension

3 Test of French L2 reading comprehension

DV French L2 reading comprehension

TEST OF L1 READING COMPREHENSION

Procedure for the development of the test

1 LITERATURE REVIEW

- ▶ Review of other test that target L1 reading skills (N=5).
- ▶ Five-point analysis: objectives, target population, methods of administration, tasks, and scoring .

2 PRELIMINARY CONSIDERATIONS

- ▶ The test is administered in L1 (instructions, questions, items, answer choices).
- ▶ The test measures reading comprehension. There are 20 tasks, increasing on difficulty level.
- ▶ The test is administered on digital support (iPad).

3 SKETCH

- ▶ Break down of the test's structure.
- ▶ Distribution of items in each level.

TEST OF L1 READING COMPREHENSION

Procedure for the development of the test

4 PERLIMINARY VERSION IN FRENCH

- Developed on Word.
- Some digital tests were made. SurveyMonkey seems promising.

5 (CONSULTATION)

- With three experts to increase content validity. DeVellis, 2017

6 (TRANSLATIONS)

- Professional translations (Arabic, Dari, and Spanish).
- Committee with cultural representatives for each language. Bloch, 1999; Vallerand, 1989

7 (TESTING AND PRELIMINARY ANALYSIS)

- Testing phase, Fall 2024

L1 READING COMP. TEST

Item 3

 *Read the word and choose the right image with your finger.*

niño



(Niño)



(Nido)



(Nieve)



(Juguete)

Picture in color
versus symbol or
illustration

Aberdeen et Johnson, 2015; Altherr Flores, 2017; Bédard, 2021; Bigelow et Vinogradov, 2011 ; Reis et al., 2006

Comic sans MS font

Altherr Flores, 2017, Bédard, 2021

Royalty free images

Clean layout

Altherr Flores, 2017, Bédard, 2021

Level I

PVI

High frequency,
familiar topics

Francis et al., 2006 ; Hooft et al., 2021

- ▶ Phonological
- ▶ Orthographical
- ▶ Semantic competitors

Do Manh et al., 2021

Relevant, linked to
daily life, not childish

Bédard, 2021; Carlsen, 2017

L1 READING COMP. TEST

Level 3

PVI

Item 13

 Read the following text and press the green button when you are ready to hear the question.

January 20, 2022

Hello Farnaz,

The new session begins on Monday,
February 27.

Your class is from 9:00 to 12:00,
Monday to Friday.

Don't forget to bring your pencils and
your notebook.

See you soon!

From Maria Alfonso

 *What must Farnaz bring to class?*

- a) His notebook
- b) His lunch
- c) His new session

Relevant, linked to
daily life, not childish
Bédard, 2021; Carlsen, 2017

Comic sans MS font
Altherr Flores, 2017, Bédard, 2021

Simple,
structured text
Hooft et al., 2021

Clean layout
Altherr Flores, 2017, Bédard, 2021

L1 READING COMP. TEST

Level 4

PVI

Item 18

 Read the following message and press the green button when you are ready to hear the question.

NOTICE TO ALL TENANTS

Dear tenants,

The cold is slowly setting in and heating needs are increasing. To avoid wasting energy, we kindly ask you to close the double windows of your apartment and to always ensure that the front door of the building is closed behind you.

We take this opportunity to remind you that Hydro-Québec recommends limiting the use of appliances that consume a lot of energy (such as the washer and dryer, for example) during peak periods, respectively between 7:00 a.m. and 9:00 a.m. in the morning and between 5:00 p.m. and 7:00 p.m. in the evening.

Thank you for your usual cooperation and do not hesitate to contact us if you have any questions or requests.

With pleasure,

Mary and Emily, your landlords

 *What is the purpose of this notice?*

- a) To inform tenants that winter is coming, and it will be cold
- b) To invite tenants to come and ask landlords questions
- c) **To ask tenants to adopt habits to save energy**

Relevant, linked to
daily life, not childish

Bédard, 2021; Carlsen, 2017

Continuous text

Hoof et al., 2021

FRENCH L2 ORAL COMP. TEST

Criteria for test selection

- ▶ Measures oral comprehension in French
- ▶ No production (spoken or written)
- ▶ Content is adapted to adults

Selected test

- ▶ ÉLO (Khomsi, 2001)
 - ▶ Image identification tasks based on sentences stated orally by the test administrator.

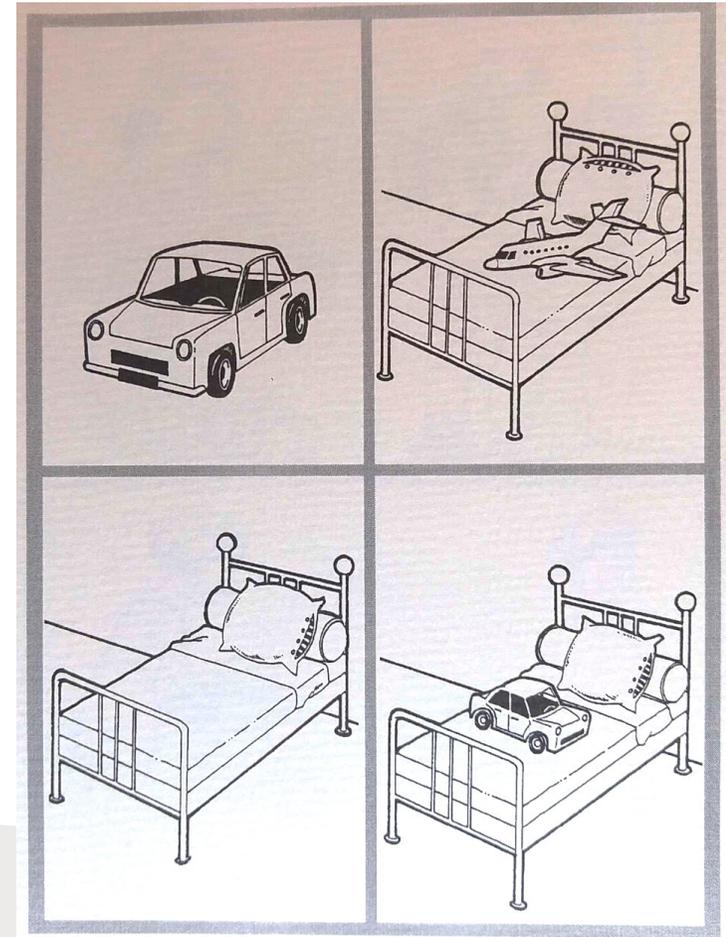
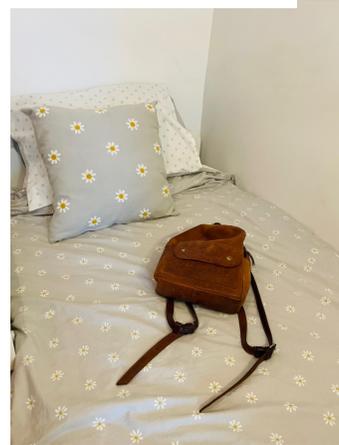
Main adaptations

- ▶ Replacement of childish vocabulary with relevant vocabulary for LESLLA learners
- ▶ Replacement of black and white images with color photos
- ▶ Digital administration
- ▶ Reduced number of items
- ▶ Instructions given orally in L1

FRENCH L2 ORAL COMP. TEST

 Choose the image that corresponds to the following statement in French:

Le livre est sur le lit.



FRENCH L2 READING COMP. TEST

Selected test

- ▶ Same test as LI reading comprehension (same format, different content/items)
- ▶ French version, but instructions are in LI (oral)

Item 4

 *Read the word and choose the right image with your finger.*

autobus

	
(Autobus)	(Autoroute)
	
(Automne)	(Avion)

High frequency,
familiar topics

Francis et al., 2006 ; Hooft et al., 2021

Comic sans MS font

Altherr Flores, 2017, Bédard, 2021

Picture in color
versus symbol or
illustration

Aberdeen et Johnson, 2015; Altherr
Flores, 2017; Bédard, 2021; Bigelow
et Vinogradov, 2011 ; Reis et al., 2006

Royalty free images

- ▶ Phonological
- ▶ Orthographical
- ▶ Semantic competitors

Elikasa, 2021

Clean layout

Altherr Flores, 2017, Bédard, 2021

Relevant, linked to
daily life, not childish

Bédard, 2021 ; Carlsen, 2017

DATA ANALYSIS

Hierarchical multiple regression analysis with R.

ANTICIPATED RESULTS

SCIENTIFIC

- ▶ Deepen understanding of reading development.

SOCIAL

- ▶ Guide the didactic interventions of teachers;
- ▶ Reduce group heterogeneity.

- ▶ LI reading test: providing a portrait of LI reading skills.

THANK YOU!

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