



USAID/LAC READS CAPACITY PROGRAM

# USE OF THE KREYÒL LANGUAGE AND IMPLEMENTATION AT THE PRIMARY LEVEL

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## EXECUTIVE SUMMARY

Recent research has shown that guidelines for teaching language and reading in Haiti’s educational system are not clearly defined (Govain, 2014a; Laguerre, 2009; Lofficial, 1979). The implementation of the Bernard reform in the 1980s did not provide solutions to the challenges related to the use of balanced, institutionalized bilingualism within the Haitian school system, despite the provision of Article I of the Law of September 28, 1979, which declared the Kreyòl language to be the “tool and object of the instruction process.” However, there remains a great deal of uncertainty regarding how to actually implement this measure at the school level and schools have a lot of autonomy in the language choice, when and how it is used, and for how long. Although Kreyòl language is now taught and is the language of instruction in the early grades in the majority of schools, teachers still struggle to master teaching children to read and write in this language.

The integration of Kreyòl into the Haitian educational system was implemented with the intent to correct a social injustice by which learners, who were mostly Kreyòl-speaking, were obliged to be educated in French—a language that they did not use nor had any knowledge of before they attended school. International research clearly shows that learning in one’s mother tongue (primary language) diminishes the risk of academic failure and provides “equal opportunity” for success; however, socio-political, economic, and operational factors within the educational system also influence academic outcomes.

Although the Bernard reform established that Haitian teachers would teach Kreyòl and deliver instruction in Kreyòl, it is important to understand how French and Kreyòl are actually used in the primary grades and the level of children’s oral reading fluency and comprehension.

Therefore, the team designed a quantitative and qualitative study using teacher and student questionnaires and administered a Kreyòl language test for students. This study, funded by the United States Agency for International Development (USAID), as part of its partnership with the Ministry of National Education and Vocational Training (MENFP) in Haiti, is overseen by the Latin America and the Caribbean (LAC) Reads Capacity Program (LRCP), conducted by the American Institutes for Research (AIR) and executed by InnovEd-UniQ in Haiti, and it attempts to answer the following research questions:

1. What is the relationship between the use of the language by teachers in the classroom and their reading and writing habits in Kreyòl outside the classroom, according to their own statements?
2. How does student participation vary depending on the use of French or Kreyòl in the classroom?
3. What is the level of oral reading fluency and reading comprehension proficiency in Kreyòl in primary Grades 2, 3, and 4?

In order to answer these research questions, we relied on three main sources of data: (1) a student questionnaire, (2) a teacher questionnaire, and (3) an assessment of students’ oral reading fluency and reading comprehension skills in Kreyòl. The data obtained from these sources allowed us to answer each research question, and by triangulating the data with our conceptual framework, we were able to establish specific recommendations for policies and practices aimed at improving the environment for teaching and learning reading in Haiti.

## CONCLUSIONS

The results of this study—whether concerning the profile of teachers, the language used by students and teachers, or students' level of oral reading fluency and comprehension—reveal a paradox in the use of Kreyòl in the Haitian school system. Although more than 90% of Haitians count Kreyòl as their primary language, its place in the teaching and learning system is not clearly defined. Based on an analysis of the data collected, there is an apparent imbalance in the use of French and Kreyòl and a tendency to marginalize Kreyòl.

In addition to the imbalance in the use of the two languages, the study highlighted a gap between the language of instruction and the availability of teaching and learning materials written in Kreyòl. The lack of teaching materials in the appropriate language is not necessarily due to a lack of resources but may be a result of the social and political agenda that gives French a higher status than that of Kreyòl.

Indeed, the results of this study indicate that both teachers and students tend to use Kreyòl in day-to-day interactions and French in more formal situations. The study also indicates that children do not have enough time available to first learn how to read in Kreyòl, a language they already speak and understand before transitioning to instruction in French. Even in cases in which Kreyòl is taught, most often the teacher does not have access to materials in Kreyòl to support such teaching. Moreover, teachers frequently do not have proficiency in both languages and do not have access to materials in Kreyòl outside the classroom, which would allow them to improve their own reading and writing skills.

## RECOMMENDATIONS

On the basis of the analyses, we make the following recommendations:

### POLICY RECOMMENDATIONS:

- A clear language policy is necessary in Haiti. Current policies are vague and fail to provide appropriate guidance for teachers and schools in terms of teaching decision-making. In addition, there are no regulations regarding the use of language in schools, which means that linguistic decisions are made at the school level.
- Teaching materials in Kreyòl need to be made widely available, especially for primary school education. Currently, there are few textbooks and additional reading materials available in Kreyòl, and those that are available are not generally based on the most recent evidence on how children learn to read. The production of such documents should be in line with the linguistic policy. For example, if second-grade teachers are expected to teach all subjects in Kreyòl, they should have access to curricula and other instructional materials written in Kreyòl and designed to support delivery of instruction in Kreyòl. In addition, teachers need training to help them learn how to incorporate those materials into everyday reading practices.
- It is important to review the initial and ongoing training program for teachers who enter and work in the basic education cycle. During the initial training, teachers must be given the opportunity to master the teaching of reading and writing in Kreyòl. They need an opportunity to improve their own knowledge of oral French and to learn how to teach French as a second language. These are key skills that every new primary grade teacher should possess.



- In the short term, given the weaknesses of the existing teacher training programs in Haiti, it would be useful to provide teachers with pre-established (scripted) lessons that offer step-by-step guidance throughout the teaching process. This approach would allow even untrained teachers to teach children how to read using evidence-based strategies.
- It is important to promote and strengthen the status of the Kreyòl language in society so that teachers, students, and communities regard it as a valuable and useful language for improving learning outcomes in Haiti. Sharing evidence of the success of bilingual programs in other countries could help parents, communities, teachers, and others to understand how learning first in Kreyòl can ensure better French learning outcomes.
- Emphasis should be placed on teaching decoding to children from the beginning of the first grade of primary school. According to the conceptual framework, decoding skills, together with language comprehension, are basic skills without which children cannot make progress in the acquisition of reading comprehension. Therefore, from Grade 1, teaching should focus on teaching the letter-sound correspondences in Kreyòl and assembling letters and sounds to form words in order to develop decoding skills. At the same time, teachers should develop children's academic vocabulary and reading comprehension strategies in Kreyòl. The national reading program should emphasize these essential skills and the importance of mastering these skills by Grade 4.

## **PEDAGOGICAL RECOMMENDATIONS**

- Dedicate more time to teaching the core reading skills in Kreyòl. Oral reading fluency and comprehension tests have shown that students do not have command of the skills needed to read quickly and with understanding. A detailed review of the primary curriculum showed that it does not explicitly cover many of the foundational reading skills in Kreyòl.
- Focus on oral language instruction in kreyòl. Although Kreyòl is the first language of most students, this does not mean that they have mastered oral and written Kreyòl in a way that allows them to progress through the school curriculum. Indeed, there is a misconception that since kreyòl is already spoken at home, there is no need to focus on further developing it in school. However, we know from the conceptual framework that decoding as well as language comprehension are necessary for children to read with understanding, so developing children's' academic kreyòl vocabulary should be a priority in the early years.
- From the beginning of Grade 1, teachers must focus on teaching letter-sound correspondences in Kreyòl and assembling letters and sounds to form words. Once children have gained mastery of these letter-sound correspondences, they should have plenty of opportunities to practice and improve oral reading fluency and comprehension. In addition, they must explicitly learn reading comprehension strategies and continue to enrich their Kreyòl vocabulary.
- It is essential to teach Kreyòl reading in conjunction with Kreyòl writing. Currently, students, as well as teachers, are mostly familiar with oral Kreyòl, at the expense of its written form. This is due to the fact that there is a linguistic division among the literate population of Haiti: Kreyòl is used in speech, whereas French is used in writing. As a result of the language policies, written Kreyòl has become taboo for literate Haitians. To remove this taboo of writing in Kreyòl, Kreyòl writing should be incorporated into the reading classes.

- Teachers should read for pleasure outside the classroom. Our results indicate that less than 50% of teachers declare reading on a regular basis in kreyòl outside the classroom. This creates a difficult situation, because we know that for teachers to improve their own reading and writing skills, they must have access to a variety of materials and lots of practice to be able to fluently read the language in which they teach their students. Reading for pleasure will help to develop teachers' own reading skills and self-confidence as well as creating greater motivation and providing a positive model for their students.
- While awaiting policies meant to stimulate the mass production of materials in Kreyòl, teachers should invest in the creation of endogenous materials in Kreyòl to compensate for the scarcity thereof. Although Kreyòl is very much present in the classroom as a language of instruction, most materials are printed in French. This prevents teachers from following the curriculum in Kreyòl because they do not have enough educational materials available to support their instruction. Given the lack of teaching materials in the language of instruction, teachers should include the production of texts in Kreyòl as part of their class curriculum.

## INTRODUCTION

This study is funded by the United States Agency for International Development (USAID), as part of its partnership with the Ministry of National Education and Vocational Training (MENFP) of Haiti. It is part of the Latin America and the Caribbean (LAC) Reads Capacity Program (LRCP), conducted by the American Institutes for Research (AIR) and executed by InnovEd-UniQ in Haiti. The LRCP attempts to generate local evidence of improved early literacy<sup>1</sup> outcomes in the bilingual Haitian context. To do this, the LRCP, through its partner InnovEd-UniQ, designed a research project to explore the Kreyòl language and the use of materials by teachers and students inside and outside the classroom. This research also measures the level of Kreyòl oral reading fluency and reading comprehension in Grades 2, 3, and 4 of primary school. These data, considered together, give us a picture of the Kreyòl linguistic environment during the early grades. This research serves to increase understanding of the way in which languages are used and reading is taught in Grades 2 to 4 of primary school and to define recommendations for the improvement of policies and practices.

Therefore, the main goal of this study is to analyze the Kreyòl environment both inside and outside school as well as the levels of language proficiency of the students. The study addresses three interrelated research questions:

1. What is the relationship between the use of the language by teachers in the classroom and their reading and writing habits in Kreyòl outside the classroom, according to their own statements?
2. How does student participation vary depending on the use of French or Kreyòl in the classroom?
3. What is the level of oral reading fluency and reading comprehension proficiency in Kreyòl in primary Grades 2, 3, and 4?

In order for children to acquire the basic reading skills necessary for lifelong learning, they must have access to quality education in a language they understand. In turn, teachers must master reading and writing skills in the language of instruction as well as the skills of teaching children how to read and write

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<sup>1</sup> We define literacy in the early years as covering the period from birth to Grade 4 (school year).



in their primary language—in this case, Kreyòl. To become good readers, children must have access to appropriate reading materials in the language in which they are most familiar (e.g., textbooks and supplementary reading materials) both at home and at school. Finally, they need to have enough time available at school to focus on learning key reading skills and on reading practice (for more recent research on this topic, see USAID, MENFP, & LAC Reads, 2019).

In Haiti, 95% of the population is monolingual in Haitian Creole (Kreyòl), whereas the portion of the population that also speaks French does not exceed 5%, with an additional 5% to 10% who only have receptive skill in French (Valdman, 1984, p. 78). The vast majority of children start school with skills only in the Kreyòl language with little or no French language skills. For the beginning of Grade 1 of the primary cycle, the curriculum stipulates that most courses take place in Kreyòl, except for oral French classes. Subsequently, as children approach Grade 4, they are taught in Kreyòl less frequently and taught in French more frequently until the main language of instruction becomes French. Given that language policy is not closely monitored and that 90% of Haitian schools are private, many schools apply the policy in different ways, if at all. In general, there is a stronger emphasis on teaching French much sooner than required in the official curriculum.

In addition, most teaching materials and even textbooks are written in French, which hinders teachers in following the curriculum because they do not have sufficient Kreyòl teaching aids available. This research provides evidence concerning Kreyòl language reading, writing, and oral use by teachers and students, inside and outside school. The study also explores the levels of Kreyòl mastery by students in the first cycle of primary school (Grades 2–4).

This research study is organized into four sections. The first section provides a contextual overview of Haiti’s social and educational environment and its linguistic context and bilingualism. The second section describes the conceptual framework, presenting the existing literature on the key reading skills required to understand, develop, and transfer skills in bilingual contexts as well as the importance of reading materials. The third section contains the research methodology and a description of the tools used for data collection. This is followed by a presentation of the findings, which are organized according to the research questions. The document ends with a discussion, conclusions, and recommendations for public policies and pedagogical practice.

## CONTEXT

It is a universally recognized fact that Haitian Creole is the mother tongue (primary language) of all Haitians, with a small minority of less than 10% also speaking French (Joint, 2006). However, French always has been considered the language of instruction, and the use of Kreyòl in schools has been introduced only in recent years. Language choice, linguistic planning, and linguistic policy are not ideologically neutral concepts. Gajo (2005) points out that the choice of language in educational policy matters is, in principle, based on an ideology. Since Haiti achieved independence in 1804, it has modeled its school system on a version of the French educational system, with instruction mainly delivered in French. As such, this system placed little value on Kreyòl, the language used by the majority of Haitian learners (Joint, 2006). Hubert de Ronceray (1971) noted that “The Haitian educational system was prone to preconceptions imported from France and it produced an intellectual elite that was alienated from its own reality, from its own culture, unable to understand the socio-cultural data of our economic underdevelopment for what they were” (p. 104). In addition, the system is characterized by high rates of academic failure in the

three national examinations, as well as high grade repetition, early school drop-out and school failure rates (Education and Training Working Group, 2010).

By analyzing the development of the Haitian educational system, we find that language policy and language planning issues have not been given any special attention and have not taken into consideration the manner in which children learn to read. Also, an analysis of the linguistic context has revealed that one of the biggest problems lies in the attitude that some have toward the use and status of Kreyòl. In fact, since the foundation of the Haitian educational system to the present, the authorities in the field have undertaken several types of reforms: Bellegarde (1920), Dartigue (1940), and Bernard (1979). The latter has given way to more recent elements of reform, such as the *National Plan for Education and Training* (PNEF) (1997–2007).

The 1979 Bernard reform brought about a new orientation in education, particularly with regard to the issue of language management in the educational system, aiming at “an assessment of the former system, illiteracy eradication, the generalization of education, the modernization of education and the introduction of Kreyòl, the mother tongue of Haitians, in primary grades and the first three grades of secondary education” (Joint, 2006, p. 109). Article I the Bernard Reform, which introduced Kreyòl in schools, states: “The use of Kreyòl, as a common language spoken by 90% of the Haitian population, is permitted in schools, as a tool and as target language.”

As highlighted by Article 5 of the 1987 Constitution (amended in 2011), Kreyòl is the “language that bonds all Haitians together.” The reform was not intended to exclude French as a language of instruction but to incorporate it at a time when reformers thought it would be practically useful. French continues to remain in the system both as a subject and as an object. As far as the linguistic aspect of teaching is concerned, the main goal is to achieve functional bilingualism (i.e., to gain command of basic skills in both languages, which should be attained in the second cycle of primary school). The inclusion of Kreyòl as the language of instruction in the primary cycle was aimed mainly at:

*Promoting Creole, facilitating the eradication of illiteracy, facilitating access to the code of written French, the study of this language and of written literature in Creole and the dissemination of national culture, the possibility, in the long term, to teach in this language at all levels of schooling.* (Department of National Education (DEN), 1982, p. 50)

Throughout its history, the Haitian school system has used French as the language of instruction without taking Kreyòl into account. It was not until 1979 that the Bernard reform introduced Kreyòl in schools. One of the main goals of educational reform in Haiti was to address a situation of social injustice and exclusion in which learners were forced to go to school and study in a language they had no knowledge of prior to going to school. The Bernard reform introduced a change regarding the manner in which languages should be taught and used in schools. Specifically promoting that the first two cycles focus on developing the child’s ability to express oneself in the mother tongue (Prou, 2009).

Although the reform does not explicitly state that schools must teach in both languages, and despite the fact that it does not provide for a period of instruction in Kreyòl, it clearly recognizes that children learn better in their primary language. However, the reform does not provide sufficient guidance on how to operationalize a primary-level bilingual educational and learning system in Haiti. According to W. F. Mackey (1976), “the term bilingual school covers many different things within one country” (p. 148). At

present, in Haiti, there are several models of bilingual education in practice, as well as a variety of methodological and linguistic approaches.

Therefore, the importance that should be given to the use of each language should not be limited to the distribution of hours. Maurer (2010) issued the following statement meant to put into context his interventions in most French-speaking African countries where French coexists with one or more national languages in the university system:

*“The curricula must be developed with sufficient accuracy in the field of languages to allow the implementation of progressive studies so that the students may use the skills acquired in L1 when learning L2, because the study of L2 finds echoes in L1. [...] Finally, the curricula should make use of the manner in which languages could (should?) be articulated in class management. What is the role of the code switch? What role should translation play? In what way could the explicit comparison of language systems be used? The curriculum should provide the trainers of trainers, textbook writers, and ultimately teachers with answers to these questions, which are so important for day-to-day work in class” (pp. 101–103).*

We are aware that the linguistic context of Haiti is different from that of most French-speaking African countries, but these remarks by Maurer seem to be equally relevant in the case of Haiti. For instance, upon reviewing the primary school curricula, it is impossible to find answers to many of the questions asked by the author, especially those concerning the switch of linguistic code and the explicit comparison between language systems. However, this document is considered as “the essential reference tool for the technicians of the Ministry of Education, as well as for the agents of the entire educational system” (Ministry of National Education (MEN) – *Curriculum of Primary School*, II s.d.).

The Bernard reform, in particular Article 29 of the decree, proposes the following distribution of teaching hours in Kreyòl and in French, as published by MEN for each grade of primary school, and as shown in Table I. This time distribution refers to the bilingual education model proposed by the state, however, this official distribution is applied in various ways by practitioners.

**Table I. Distribution of teaching hours in Kreyòl and French for primary school, according to the national curriculum**

Grade	Languages Taught as Subjects Number of Hours		Languages of Instruction Number of Hours	
	Kreyòl	French	Kreyòl	French
Grade 1	210	120	600	Period of Schooling in Kreyòl.
Grade 2	210	120	630	
Grade 3	150	120	660	
Grade 4	150	120	150	630

**Source:** Detailed program of primary school. (Official document of the MENFP after the 1979 reform).

Despite the legitimacy of the initiative aimed at integrating Kreyòl into schools, the reform was not welcomed by all segments of the Haitian population. Disadvantaged parents, for whom French is a tool of social advancement, wanted their children to have quick access to French and especially to be proficient in it (Joint, 2006, p. 144). As a result, they were not happy with the prospect of children first becoming literate in Kreyòl. However, Chaudenson and Vernet (1983) explain that “the illiterate

population, consisting of peasants and underprivileged urban groups, accepts spontaneously as soon as it realizes that this does not prevent children from speaking French and from climbing the social ladder” (p. 25). On the other hand, educated parents (i.e., those who could speak, read, and write in French) considered this approach as a social, and even intellectual, decline for their children.

A careful analysis and observation of the consequences or lack of consequences of the 1979 reform, in relation to the targeted goals, reveals an acknowledgment of failure. It is clear that the reform did not produce the expected results: schooling is not systematically initiated in Kreyòl and French is used most of the time in most schools in Port-au-Prince and in most provincial towns. Kreyòl remains dominant (in linguistic school practices, but not as a language of formal instruction) in rural schools, in certain towns/cities and in economically disadvantaged schools, as well as in public schools, irrespective of their area of operation, even though almost all textbooks are in French. The creation and free distribution of educational materials in the manner provided for by this reform never took place, and the process of evaluation and retraining of teachers through ongoing evaluation was not implemented (GTEF, 2010).

## CONCEPTUAL FRAMEWORK

### EDUCATION IN THE PRIMARY LANGUAGE

It is clear that Kreyòl is the language children know and understand when they enter primary school. The document submitted by GTEF in 2010 states the following:

*Studies and lessons from experience clearly show that children learn better in their mother tongue. Creole is the mother tongue of 100% of Haitians and the foundation of their personal identity. Therefore, it should be the principal tool for acquiring knowledge, facilitating learning, structuring the cognitive apparatus and developing the fundamental intellectual process of Haitian students. (GTEF, 2010, p. 173)*

According to research, when the teaching medium is a language spoken and understood by students, there is an improvement in access to and quality of education, by validating local culture, starting with what learners already know before teaching new things, and building a bridge between their home and school experience (The World Bank, 2005). In class, this allows for richer communication and increased student participation, which helps learners to feel more confident and strengthens their sense of identity. It is also clear that, even though Haiti has a language policy that encourages the use of Kreyòl as the language of instruction in the early years of schooling and the transition to French in Grade 4 of primary school, the degree of implementation of this policy varies from one school to another. As a result of various pressures (from parents who want their children to learn French or from teachers) or the lack of materials or teaching aids in Kreyòl, the tendency is to focus on teaching in French, rather than Kreyòl.

One of the common myths about language learning is that spending time developing skills in the first language (Kreyòl, in this case) is an obstacle to learning a second language (in this case, French). This myth suggests that both languages coexist in balance or on a weighted scale inside the brain (Baker, 2001). As one of the languages becomes stronger and more fully developed, it is assumed that the other language grows weaker. Many people hold this balanced view of bilingualism and see it from the perspective of “either one or the other”; either French or Kreyòl, for instance, but not both. We know now from research that, in order to learn a second language, we use language resources of our primary

language. In other words, the set of skills that we learn in our Language 1 (L1) may subsequently be used in the second language once the oral skills in Language 2 (L2) have been developed “to the extent that two languages make use of the same skill,” without requiring relearning (Reddy and Koda., 2013, p. 3). The “no relearning required” principle means that children are not disadvantaged by first studying their L1 and then an L2. On the contrary, the development of L1 skills greatly benefits L2 learning because most of those skills will not need to be relearned in L2 (Alidou et al., 2006; Baker, 2001).

In addition to the theoretical benefits, empirical research carried out around the world shows that teaching children in their primary language is effective as a strategy and policy. Education in the primary language results in (1) improved access and equity, (2) better learning outcomes, (3) decrease in grade repetition and drop-out rates, (4) socio-cultural benefits, and (5) a reduction in overall costs (Bender Dutcher, Klaus, Shore, & Tesar, 2005).

**Improvement of access and equity:** Bilingual programs in which students begin schooling in L1 and then make the transition to L2 are particularly beneficial in rural areas, where the population tends to have less access to the national language. L1-based education significantly increases the likelihood of children in those areas enrolling in school and attending throughout primary school (Bender et al., 2005). Hovens (2002, 2003), Benson (2002a, 2002b), and Sichra (1992) have studied the differences between boys and girls in their research on bilingual education in Africa and Latin America, concluding that “girls who learn in familiar languages stay in school longer, are more likely to be identified as good students, do better on achievement tests, and repeat grades less often than girls who do not get home language instruction” (Benson, 2005b, p. 4).

**Improved learning outcomes:** The World Bank’s Education Note document estimates that, in Mali, completion rates at the end of primary school between 1994 and 2000 were on average 32% higher for children who began schooling in their primary language and made a slow transition to French, as opposed to children in traditional French immersion programs (Bender et al., 2005). The results of a six-year primary language educational program carried out in Nigeria show that students who study in their primary language score higher in all subjects, including English, as compared to students who follow an educational program with English as a teaching medium (Brock-Utne, 2001). Researchers concluded that, because these students had been taught in various subjects in their L1, they were doing better than their peers who had been taught only in English, the only concern of the former category being to understand concepts, not the language.

A comparison of results in primary school-leaving examinations in French immersion schools and bilingual schools in Burkina Faso (Alidou et al., 2006) shows that students of bilingual schools consistently outperform their peers. After only 5 years of instruction in both local languages and French, students in bilingual schools performed better in primary school examinations than their peers who had completed 6–7 years of instruction in French, and 85% of students in bilingual schools passed the primary school-leaving examination, as compared to the national average of 62% (Alidou et al., 2006, p. 107).

**Decrease in grade repetition and drop-out rates:** In Mali, children attending a bilingual primary school are five times less likely to repeat grades and more than three times less likely to drop out of school (Bender et al., 2005, p. 2). In Guatemala, the grade repetition rate in bilingual schools is 50% lower than in traditional schools, and the drop-out rate is about 25% lower (Bender et al., 2005, p. 2). In the United States, Thomas and Collier’s (2002) longitudinal study on students being educated in minority languages found that students belonging to linguistic minorities who were studying in traditional English

immersion classes had the highest drop-out rates as compared to students belonging to linguistic minorities who received some support in their primary language.

**Socio-cultural benefits:** In cases in which the local language is used in school, parents and community members tend to be more involved in the schooling process (Bender et al., 2005). Parental involvement is a widely cited factor in successful bilingual programs, and parents are much more likely to help their children when they can use the language spoken at home in order to communicate (Cummins, 2000; Dutcher & Tucker, 1995). Research also shows that children and adults are more confident in their interactions in their primary language (Trueba, 1993). The use of a familiar language in primary school provides children with the opportunity to “understand, participate in, and be empowered by their schooling” (Benson, 2005a, p. 251). When the medium of teaching is the one with which students and teachers are familiar and comfortable, they are able to negotiate meaning more effectively.

**Cost reduction:** The initial costs of programs in the primary language may be higher than those of traditional programs, depending on the number of local languages and the official writing system. In Haiti, for example, materials and texts in Kreyòl must be created and printed, and teachers must be trained to develop literacy in local languages. However, if primary cycle overall costs are considered, they are much lower for programs in the primary language, mainly as a result of lower grade repetition and drop-out rates. The provision of extra space for children who have to repeat grades is expensive. For example, “grade repetition consumes about 16% of the education budget in Burundi and 12% in Mozambique” (UNESCO, 2009, p. 4). A study performed by The World Bank in Mali found that, every year, French immersion programs cost about 8% less than those based on the primary language. However, during the 6-year primary cycle, the total cost of a student’s education is about 27% higher, mainly because of the difference in grade repetition and drop-out rates (Bender et al., 2005, p. 2).

Language policies seeking to promote the local language may be expensive in the beginning, “but when the costs are calculated, it should be calculated what it costs to continue with a language policy where the language of instruction becomes a barrier to knowledge for millions of children” (Brock-Utne, 2001, p. 118). According to Grin (2005), “cost does not make sense in itself—it only makes sense in terms of what one gets in return for the costs incurred” (p. 11). This applies to the issue of the language of instruction because, as previous research has shown, when students study in their primary language, drop-out rates are lower, they repeat fewer grades and have better reading test scores and other content knowledge outcomes.

Given that children learn to read more easily in a language they know and understand, the literature provides various models of bilingual education around the world. On the one hand, there are actual bilingual programs that allocate equal teaching time to both languages throughout the schooling process, thus placing equal value on both languages. These are classified as additive bilingual programs, meaning that an additional language is studied and evaluated to the same extent as L1, in parallel, while maintaining both languages. On the other hand, there are bilingual early exit models that begin by teaching in the primary language but consider it to be a bridge to the national language and make the transition to the national language in Grade 3 or 4. This approach is considered to be subtractive bilingualism, because “L1 is devalued in the eyes of the speaker and L2 is taught at the expense of L1” (Steffen, 2013, p. 62). The Haitian educational system can be considered as belonging to the latter category (subtractive bilingualism) because Kreyòl does not continue to be valued all along the schooling process and is seen only as a bridge to French.



In practice, many schools have been implementing an immersion model using French as the main language of instruction for all subjects. Some schools even went so far as to ban the use of Kreyòl in the classroom, which is more of a “submersion” model, where “the only language of instruction is L2 [...]. L1 [...] of students and their bilingualism have no place in the classroom” (Steffen, 2013, p. 96). As Dejean (2004) asserts, “Haitian students are considered as foreigners in their own country.” We are thus confronted with a complex system of use of two languages in education, whose implementation seems to vary substantially from school to school.

However, various studies have shown that, even under optimal conditions, it takes 6 to 8 years to learn a second language sufficiently before using it as a teaching medium (Alidou et al., 2006). These are conditions in which students have access to teachers who are trained to teach a language as a foreign language, teachers master the language themselves, parents are able to support language learning at home, there are appropriate materials in the language concerned, etc. Such optimal conditions do not exist in Haiti. According to Alidou et al. (2006), linguistic educational models that suppress the primary language as a primary teaching medium before Grade 5 will ensure that the majority of learners are unlikely to succeed.

## **LEARNING TO READ IN MULTILINGUAL ENVIRONMENTS**

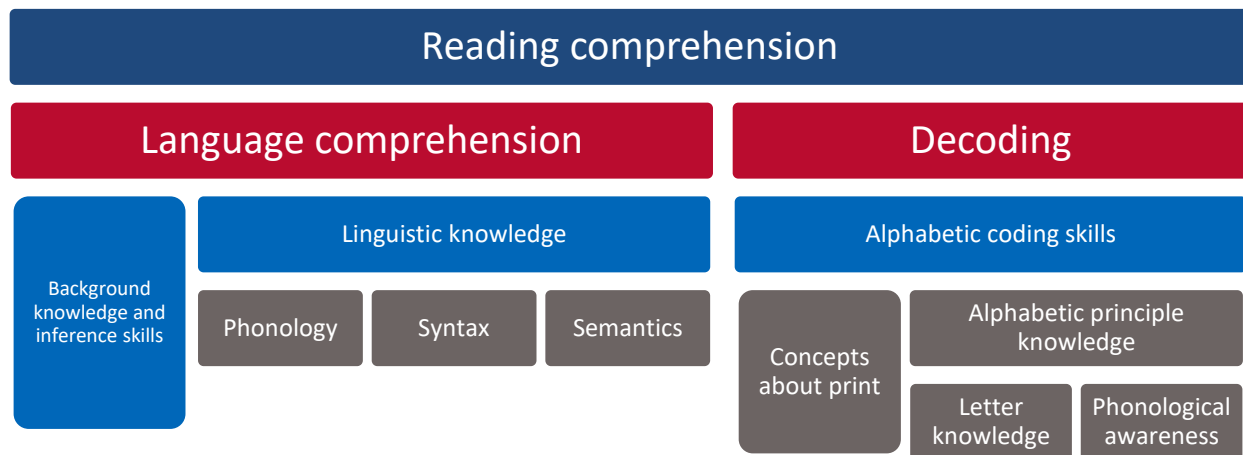
Reading with comprehension is a complex skill that involves multiple sub-skills, all of which interact seamlessly. Knowledge of the language is essential to reading with comprehension; therefore, one of the most important factors for the effectiveness of reading programs is to adjust teaching to the linguistic context. This requires comprehension of the language skills associated with literacy and the choice of language(s) to be taught (the child’s primary language, the national language, or a combination of the two). In this section, we describe what is necessary for children to learn to read, as well as the adjustment of the teaching strategies necessary for learning to read in different languages. We also discuss the learning processes that underlie multilingual reading and the transfer of L1 into L2.

Reading programs around the world rely on the study of monolingual and alphabetic (mainly English) models and of theories of reading development. Although there are, certain universal aspects in learning how to read, there are also some factors in the acquisition of reading that are specific to each individual language and to each writing system (Perfetti, 2003). There is growing evidence regarding the nature of such language-dependent processes (Nag & Perfetti, 2014), as well as regarding the way in which reading skills are acquired in bilingual and multilingual contexts (Koda, 2008; Verhoeven, 2000). Research indicates that there are significant differences between bilingual/multilingual contexts and monolingual contexts and reading programs must be adjusted to those realities.

For reading comprehension outcomes, decoding skills, as well as language comprehension skills are required; none of them is sufficient by itself (Gough & Tunmer; 1986; Hoover & Gough; 1990). This so called “simple view of reading” (SVR) has been validated in several languages (Florit & Cain, 2011; Joshi, Tao, Aaron, & Quiroz, 2012) and for the acquisition of reading in L2 (Lervag & Aukrust, 2010; Proctor, Carlo, August, & Snow, 2005; Verhoeven, van Leeuwe, & Vermeer, 2011). It also forms the basis for the Cognitive Foundations of Reading Acquisition (CFRA) which can be seen in Figure 1 below. This model illustrates the sub-constructs associated with both decoding and language comprehension. For example, in order to master decoding, a child would first need to learn concepts about print, phonological awareness, the alphabetic principle, and alphabetic coding. Understanding a language requires basic knowledge of phonology, syntax and semantics as well as background knowledge and inferencing skills

(Catts, Adolf, & Weismer, 2006; Gough, Hoover, & Peterson, 1996; Ouellette & Beers, 2010). Although Figure 1 illustrates this model of reading acquisition from the perspective of the English language, it is more or less universally applicable.<sup>2</sup>

**Figure 1: Model of reading acquisition.**



**Source:** Hoover and Gough (1990): <https://www.sedl.org/reading/framework/overview.html>

The relative importance of each of these sub-skills depends on the specific language that the child is learning to read in, whether it is an L1 or L2, and the level of reading skills of the child (Florit & Cain, 2011; Francis, Fletcher, Catts, & Tomblin, 2005; Tilstra, McMaster, van den Broek, Kendeou, & Rapp, 2009; Verhoeven et al., 2011). With this in mind, teaching practices, curricula, teaching and learning materials, and classroom assessments could be more effective if these universal components were adjusted to the linguistic context in which they are implemented. In the next section, we highlight some of the critical aspects of reading that are language-specific and their implications for the effectiveness of developing literacy curricula and policies in early grades.

Phonology, spelling, and semantics are the three main components of reading that are affected by language-specific constraints.

1. *Phonology:* Phonology is the manner in which sounds are organized in a given language. Phonological awareness (PA) is the ability to hear, identify, and manipulate those sounds. PA is one of the most significant predictors of reading achievement in all languages (McBride-Chang, 2004; Ziegler & Goswami, 2005). However, the *level* of phonological awareness, which is the most important predictor of reading comprehension, varies according to language. The implication for teaching is that the type of phonological awareness taught and measured must reflect the phonological systems of languages. For example, phonemic awareness is an essential predictor of reading skills in French, as well as Kreyòl, from an early age (Adams, 1990).

<sup>2</sup>The only components requiring an adjustment to universality are phonemic awareness, because there are various types of phonological awareness that are important in writing systems, and the knowledge of the alphabetic principle, which one might rightly refer to as “knowledge of the orthographic principle.”

2. *Spelling (orthography)*: Spelling defines the rules of encoding (writing) of the spoken sounds of a language. In order to develop effective reading programs in all languages, four aspects of spelling must be considered.
  - a. **Size of the phonological unit being encoded.** For example, in alphabetic languages such as French and Kreyòl, the phoneme is encoded as a single symbol (grapheme). Also, the scope and sequence of curricula should go from the largest phonological units to the smallest relevant units in each language (Treiman & Zukowski, 2001).
  - b. **Degree of orthographic depth.** The degrees of **orthographic depth** vary according to language. Depth (also referred to as transparency) is the degree to which there is a one-to-one correspondence between sounds and symbols. For example, the letter “c” in French may sound like /k/ as in /francophone/ or /s/ as in /français/, therefore, the French language does not have a one-to-one sound/symbol correspondence. This means that French has a “deep” or “opaque” orthography. On the other hand, in Kreyòl, “f” is always pronounced as /f/ and “b” as /b/. This is known as a “shallow” or “transparent” orthography. This has implications for the way in which we teach, the way in which we evaluate, and the duration of our teaching of decoding versus comprehension. We intuitively assume that it would not be necessary to allocate a large amount of time for children to master the decoding of a “transparent” writing system, which uses a limited number of symbols, as is the case with Kreyòl, because each symbol corresponds to a single sound. Thus, the time dedicated to phonics for teaching decoding should be somewhat limited as compared to “opaque” writing systems, such as French, which require more time to acquire common words, irregular words, etc.
  - c. **Size of the set of symbols.** This refers to the number of graphemes and graphical rules to be acquired. The Haitian Kreyòl has a relatively small alphabet, of 32 letters, and the French alphabet has 26 letters.
  - d. **Visual complexity.** This factor needs to be considered when determining the cross-language comparability of reading acquisition. Similar-looking graphemes, nonlinearity, upper and lower case, and font types all influence teaching approaches, length of time needed for reading acquisition, and reading assessment design and implementation, and thus need to be factored into reading program development.

*Semantics*: Semantics (or the component of reading that deals with meaning) is at the core of reading. Essentially, to read is to *understand* a text. As such, “sounding out” or decoding or oral reading fluency are all either stepping stones or mediators of the final goal of reading: comprehension. Reading comprehension requires oral language proficiency, which in turn requires proficiency in components such as morphological complexity, vocabulary, grammar, pragmatics of language use, and background knowledge. Semantics is of even more importance in multilingual settings, which are widespread across the developing world. In these contexts, it is important to determine the extent to which reading interventions should focus on semantics vis-à-vis decoding subskills. This will depend on the cognitive and linguistic requirements and the time it takes to acquire decoding skills in a particular script. The remaining time may best be devoted to developing the comprehension components of a language.

Learning to read in multilingual contexts is considerably different from learning to read in monolingual contexts, because the first language influences in many ways the development of skills in new languages

and new literacies. Therefore, there is a double (or multiple) linguistic impact on the development of L2 (Lx) reading skills (Cummins, 1979; 1981; Koda, 2008; Verhoeven, 1994). In addition, there are several advantages and challenges associated with multilingual learning which are not clearly present in monolingual contexts.

To succeed in multilingual contexts, a reading program must effectively promote the outcomes of “bilitery” or “multiliteracy.” The success of such a program is more likely to be achieved by considering “transfer” and developing skills that are likely to be important not only for reading in L1 (language 1), but also for predicting the degree of readiness to read in an L2 (language 2). Recent research has started to reveal how and when such a transition takes place in different contexts of bilitery acquisition (Nakamura & de Hoop, 2014).

Based on the literature outlined above, an effective model for teaching reading is one that targets both decoding and oral language comprehension skills. Such a model should also be able to adapt to the relative importance of each of the subskills needed depending on the language and writing system. An effective program will be taught in a language the children understand and speak—as determined by an objective assessment of oral language skills—and help to develop “transferrable” skills and introduce an L2 only after appropriate thresholds of readiness have been reached (if that information is known).

## **METHODOLOGY**

### **PURPOSE OF THE STUDY AND RESEARCH QUESTIONS**

The aim of this study is to describe by grade level the pedagogical environment of the Kreyòl learning system and the possible difficulties to be encountered by students of the first cycle of primary school (Grades 2–4) in the acquisition of oral reading fluency and reading comprehension skills. To this end, we developed the following research questions:

1. What is the relationship between the use of the language by teachers in the classroom and their reading and writing habits in Kreyòl outside the classroom, according to their own statements?
2. How does student participation vary depending on the use of French or Kreyòl in the classroom?
3. What is the level of oral reading fluency and reading comprehension proficiency in Kreyòl in primary Grades 2, 3, and 4?

### **METHODOLOGICAL APPROACH**

The methodological approach used in this study is the exploratory approach. We used a mixed approach in order to analyze the data, combining qualitative and quantitative analyses. Qualitative analysis allows us to highlight tendencies as expressed by the selected sample, without it being representative of the entire population. As for the quantitative analysis, it enabled us to analyze the various parameters and to highlight the possible relations between those parameters and their possible impact on the process of teaching and learning Kreyòl, in particular, and other subjects at the various levels indicated, in general.

## **DATA COLLECTION TOOLS**

The following three tools were designed, developed, and used for data collection:

### **A QUESTIONNAIRE INTENDED FOR STUDENTS**

The information collected by this tool is used to describe the socio-linguistic environment of students by grade and by department. Its main purpose is to determine how the children’s relationship with Kreyòl manifests itself inside and outside school. The interviewer filled in a questionnaire for each student. Please see Annex A for the full questionnaire.

### **A QUESTIONNAIRE INTENDED FOR TEACHERS**

A sample of second-, third-, and fourth-grade teachers were invited to fill in a questionnaire with information regarding their professional experience, their initial training, the language or languages in which they teach, the languages in which they usually read, etc. The information collected through this tool was used to better understand the linguistic and professional profile of Grades 2–4 teachers. Please see Annex B for the full questionnaire.

### **ASSESSMENTS OF STUDENTS’ ORAL READING FLUENCY AND READING COMPREHENSION SKILLS IN KREYÒL**

In order to assess the reading skills of students in Grades 2–4, the InnovEd-UniQ team developed three different tests for the three grade levels considered in this study. The design criteria considered the degree of difficulty of the vocabulary, the length and types of texts, and the grammar and tense. For example, the text developed for fourth-grade students included both the past and the future tenses, while the other two only included the past tense. In all cases, the type of text selected was narrative. The team relied on analyses of primary cycle textbooks in the development of these tests. Please see Annex C for the full tests.

The process of validation of the tests involved piloting the tests in ten schools in the Centre department, across the network of schools (200 schools) known as the “Modern School Network” within which InnovEd-UniQ undertakes, among other things, the training of teachers. The initial pilot was followed by readjustments and revisions to the final tests applied in the study.

While administering the tests, we relied heavily on the protocol used in the Early Grade Reading Assessment (EGRA), particularly with respect to the assessment of oral fluency.<sup>3</sup> The protocol indicated that five students be selected at random from each grade to undergo the tests. They were taken out of the classroom to a quiet space. The test administrator then briefly explained to the children the purpose of the activity before asking for their consent. The test was then applied to one student at a time by handing a copy of the test to the child who receives no help or explanations from the test administrator with regard to the text to be read.

The test for Grade 2 included a text of 88 words, 145 words for Grade 3, and 177 words for Grade 4. Each student was asked to read the text aloud, during which time the test administrator recorded the accuracy, and total number of words read and the time. Next the student was asked to answer a series

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<sup>3</sup> The Protocol is attached in Annex C, D and E for Grades 2, 3 and 4 respectively.

of questions designed to test their comprehension of the read passage. For each student, the exercise (including the presentation of the activity to the student, the reading of the text and the answers to the questions) were given a 5 minute time period which was divided as follows: two minutes for introduction and establishing contact with the student, a minute to measure the number of words that the student can read during that time, and two minutes for the question-and-answer session. Each text was accompanied by a reading summary table in which the interviewer indicates the time needed by the student to read the text, the amount of text read by each student (is the text read in whole or in part?), the words skipped and poorly pronounced, and the self-correction mechanisms used by each student.

As regards the comprehension questions, the Grade 2 text had five questions, the Grade 3 text had five questions and the Grade 4 test had six questions, which were addressed to each student within the assigned time limit. The number of questions per text was decided depending on the length of the text considered, but also on the basis of the comprehension parameters that each test prioritizes.

The questions addressed to each student corresponded to the portion of the text that he/she has actually read. If the child was not able to read any of the text, no comprehension questions were asked. The questions were accompanied by an answer evaluation grid, dividing them into three categories. A student's answer may fall into one of three categories: Correct (when the answer corresponds to the one indicated in the grid); Error (when the answer is the expression of a misunderstanding of the text); No answer (when the child does not answer the question being asked).

## **SELECTION OF THE SAMPLE**

The sample for this study was selected randomly from a list of schools submitted by the MENFP. The schools in the sample are in no way representative of the target population (all schools containing the first primary cycle). The 200 schools in question are spread over two regions of the country: 120 schools in the Ouest (Western) department and 85 others in the Sud (Southern) department. The departments in question were selected on the basis of the information available at MENFP level, according to which the largest number of teacher training centers are concentrated in those areas.

The selected sample consists of 17% public schools and 83% private schools of which 55% are private religious schools (Protestant, Catholic, and secular) and 28% are private secular schools. These categories comprise urban and semi-urban schools. This reflects the educational reality of the country, with 90% of schools belonging to the private sector.

In certain cases, unreachable schools had to be replaced by others. A total of 2,651 students participated in this study. They were distributed as follows: 747 students from Grade 2, 836 students from Grade 3, and 843 students from Grade 4.

## **DATA COLLECTION PROCESS**

The data collection process began with the implementation phase, which mainly consisted of the recruitment and training of data collectors. Thirty data collectors were mobilized in the two geographical departments (Ouest and Sud) in order to conduct this study over a period of 3 weeks. The data collectors all held a bachelor's degree in human sciences related to education. In addition, the data collectors engaged were those whose profile included a general and technical formation that supported their ability to manage and manipulate the tools required by the research. To make sure that all data



collectors mastered the goals, the specificity, the ethical and technical dimension of the study, they underwent a 40-hour training regarding ethics, the rights of children, interviewing techniques, time management, and simulated testing sessions, while using data collection tools. In order to collect the data needed for this research in a way that guaranteed quality, the following protocol was implemented:

- development and validation of data collection tools;
- contacting school managers prior to deployment in the field;
- deployment of the data collectors in groups of two in the field, for 3 weeks;
- collection of documents and of all relevant materials;
- analysis of curricula being used in schools;
- review of textbooks being used;
- agenda of curricular and extracurricular activities.

## **ETHICS**

Because this research involved human subjects, we developed a consent form intended for school principals and students' parents. Given the number of students who participated in this study (more than 2,000), school principals provided consent for the students in their schools and helped to share information with the parents.

## **DATA ANALYSIS PROCESS**

Data analysis was organized according to the three main instruments: the linguistic profile of the teacher in and outside of the classroom, the linguistic profile of the students in and outside of the classroom, the assessment of oral reading fluency and reading comprehension. The data collected were first processed and cleaned by means of Comcare software before being transferred to an Excel file. The latter also underwent a standardization and encoding process to render it compatible with SPSS 25 software which was used for all the statistical tests. Subsequently, we examined the data for each research question and triangulated our results with our conceptual framework.

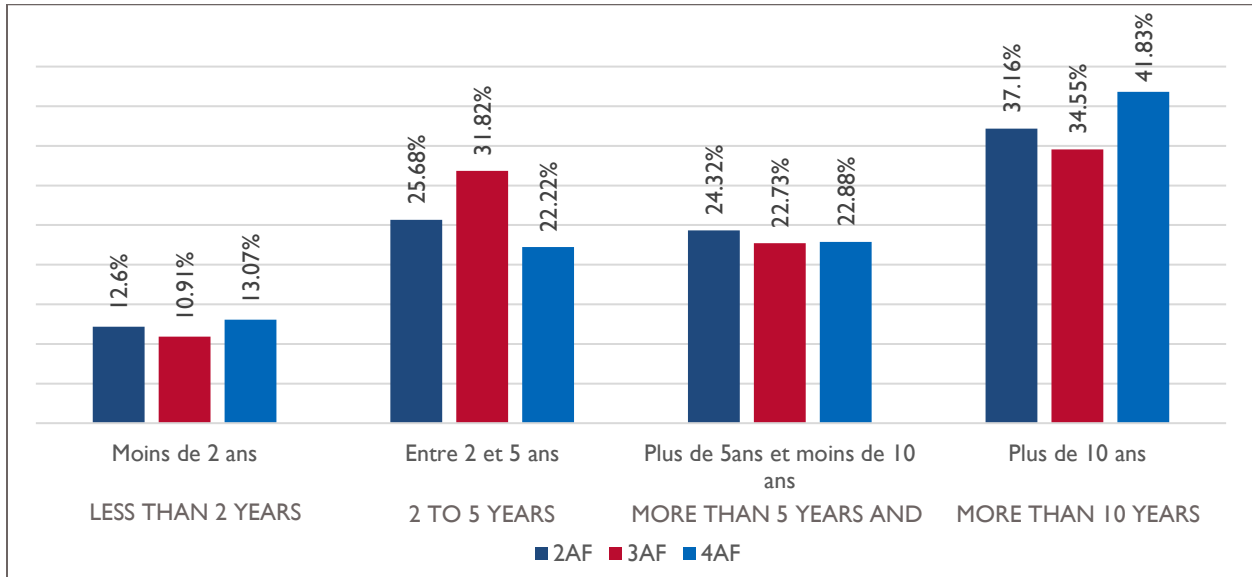
## **RESULTS**

In this section, we present the results of the questionnaires and reading assessments organized according to the research questions, and we rely on the conceptual framework and elements of the national context to inform the analysis. Of the 411 teachers interviewed as part of this research, 148 teach in Grade 2, 110 teach in Grade 3, and 153 teach in Grade 4. Before answering the first research question, we will highlight in this next section a few elements related to the professional profile of the teachers who took part in the study. Two elements are considered here, namely the number of years of experience and the initial training teachers received. We hypothesize that the ability to use the primary language alongside a second language in the classroom and the quality of such practice largely depend on the teacher's prior training and experience.

## YEARS OF EXPERIENCE OF TEACHERS

As shown in Chart 1, most teachers in the sample had more than 10 years of teaching experience. We did not identify any significant differences between teachers working in the Ouest or the Sud department.

Chart 1. Number of years of service of teachers by grade

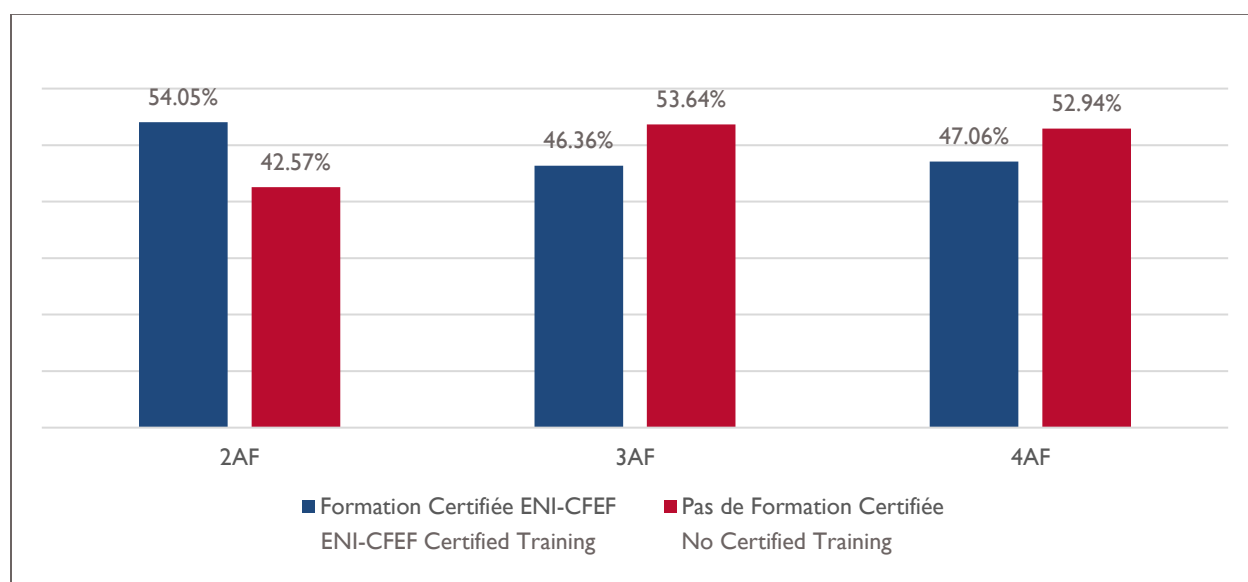


As can be seen in Chart 1, second- and fourth-grade teachers have the greatest number of years of service in the teaching profession (37% with more than 10 years of experience in Grade 2 and 41% with more than 10 years of experience in Grade 4). Overall, teachers appear to stay in the same job for a long period at the level of the first cycle of primary school. One would think that this level of teaching experience would positively influence reading outcomes in these classrooms but only if these teachers have a clear understanding of how to effectively teach reading and if they also master reading and writing in both languages themselves.

## INITIAL TEACHER TRAINING

In terms of initial teacher training, we found that almost half of the teachers had not undergone certified initial training, with second-grade teachers having a better situation, 42.5% of them being without any certification, whereas, in Grade 3, 53.6% teachers, and in Grade 4, almost 53% are without certification, as can be seen in Chart 2.

**Chart 2. Percentage of teachers with certified initial training**



It should also be noted that there are fewer certified teachers in the Ouest department at all levels. In this department, the percentage of teachers without any certified training is 48% in the Grade 2, 62.5% in the Grade 3, and 63.8% in the Grade 4, as shown in Table 2.

**Table 2. Percentage of teachers with certified initial training by grade and by department**

Initial Training	2af			3af			4af		
	Ouest	Sud	Total 2af	Ouest	Sud	Total 3af	Ouest	Sud	Total 4af
<b>ENI-CFEF Certified Training</b>	46.99%	63.08%	54.05%	37.50%	55.56%	46.36%	36.14%	60.00%	47.06%
<b>No Certified Training</b>	48.19%	35.38%	42.57%	62.50%	44.44%	53.64%	63.86%	40.00%	52.94%

The results concerning the Ouest department seem paradoxical in a context in which there are large numbers of teacher training centers (e.g., Primary Teacher Training School, Training Center for Basic Education, Kindergarten Teacher Training School). This finding leads us to wonder whether the recruitment policy of schools should also be questioned. It should be noted that, in the socio-economic reality of the Haitian school system, institutions constantly seek not to bear the costs of the services offered. In general, a certified teacher is more costly than a noncertified teacher. As a result, the largest number of certified teachers are recruited by the state. Indeed, 27% of public sector teachers are certified, as compared to 13% in the private sector (MENFP, 2013). However, the state controls only 10% of the country's schools.

The results from this analysis indicate that large numbers of teachers in the primary grade classrooms remain uncertified. It is unknown whether experience alone can compensate for this lack of initial training. In other words, the teacher's know-how, which, experts say, has a direct impact on students (as opposed to programs, which have indirect influences on students) is of capital importance in the exercise of his/her profession (Wang, Haertel, & Walberg, 1994). However, it is also unclear how well

the current teacher preparation programs are preparing teachers to enter the teaching profession and particularly to teach children to read with comprehension.

**RQ1: WHAT IS THE RELATIONSHIP BETWEEN THE USE OF THE LANGUAGE BY TEACHERS IN THE CLASSROOM AND THEIR READING AND WRITING HABITS IN KREYÒL OUTSIDE THE CLASSROOM, ACCORDING TO THEIR OWN STATEMENTS?**

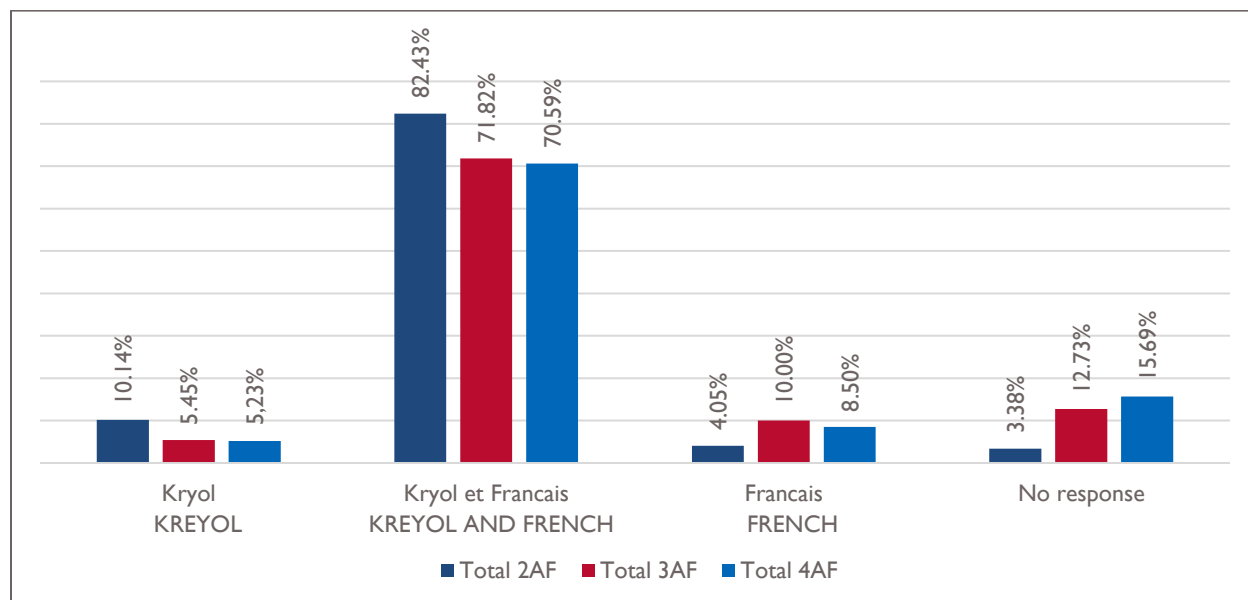
To answer this question, we used data obtained from interviews with teachers and students in Grades 2–4. We specifically examined the data related to the following questions from the questionnaire:

- What language do you use to teach in the classroom? (Teacher questionnaire)
- Do you use Kreyòl as the reading and writing language? (Teacher questionnaire)
- Do you usually read the following materials: newspaper articles, magazines, novels, stories, comic books? (Teacher questionnaire)

**LANGUAGE OF INSTRUCTION**

Regarding the language in which teachers teach, Kreyòl and French are, according to the teachers’ statements, mostly used simultaneously as can be seen in Chart 3. Only 10% of teachers reported teaching only in Kreyòl in Grade 2. This percentage is halved for Grades 3 and 4. As for French-only teaching, the percentage is 4% in Grade 2, 10% in Grade 3, and 8.5% in Grade 4. However, we should also take account of the large number of non-responses received on this question.

**Chart 3. Language used by teachers in the teaching process.**



These results reflect the country’s situation as explained in the context section of this study. The language spoken by the vast majority of Haitians is Kreyòl, while French has always been the “school language.” This explains why teachers teach all classes, including that of French, by using materials in French, but speaking in Kreyòl. According to a report ordered by the MENFP in 2010, the drop-out rate

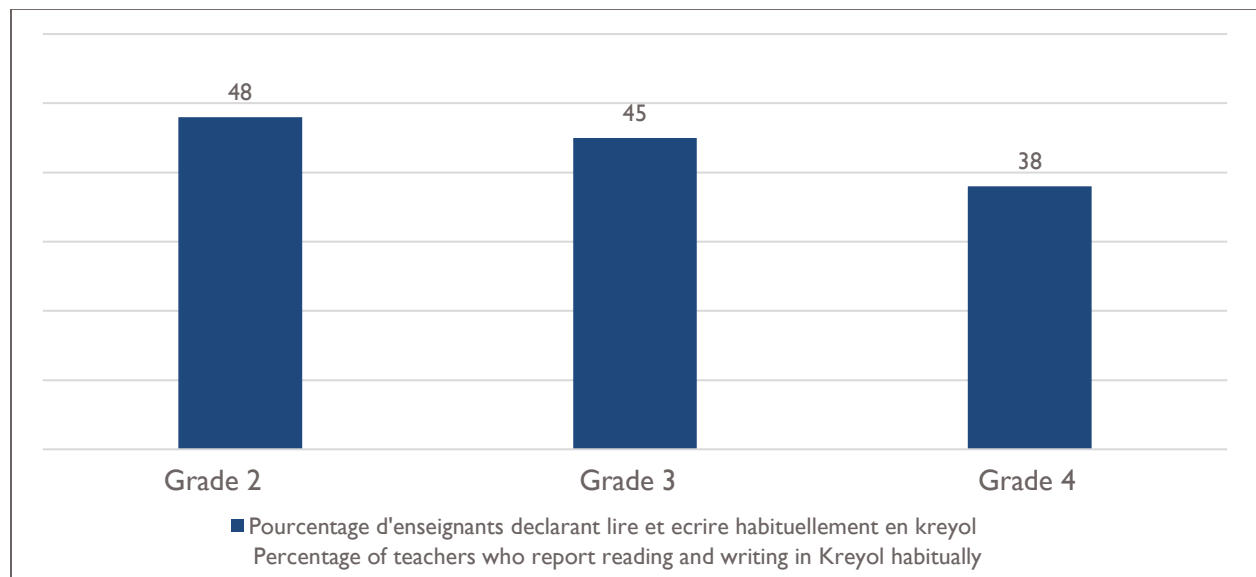
at the level of the first and second cycles of primary school is 12%, and only 68% of students complete the third cycle (SOERSCO, 2010). The issue of the language being taught in school should be discussed more thoroughly with all sectors of the country, raising awareness of the importance of a language policy that would take into account the needs and realities of children, among which a sense of belonging and cultural identity are key concepts. As emphasized in our conceptual framework, the primary language is the channel through which a child develops his self-confidence, and it encourages his sense of belonging, on the one hand; on the other hand, the primary language greatly facilitates direct learning and the improvement of learning outcomes (Trueba, 1993; and Bender et al., 2005). However, the fact that the students switch, with little accuracy, between two linguistic systems, while having to learn in a language that is still foreign to them, inevitably leads to increased chances for failure.

We did not collect data on how much time each language is actually spoken in class. This topic should be the subject of further research, so as to provide a clear picture of the linguistic realities of the schools, cities, and departments of the country. This would facilitate targeted interventions for the implementation of the national language policy, by providing the necessary support to teachers and students in terms of training, methodologies, curricula, and teaching materials. Now that we have a brief profile of the teachers in our sample, we will share the results of the teacher questionnaire in terms of their reading profile.

### USE OF KREYÒL BY TEACHERS AS A READING AND WRITING LANGUAGE

To obtain information regarding the languages in which teachers report reading, we analyzed the data related to the following question: “Do you read and write frequently in Kreyòl?” Less than 50% of the teachers in each grade stated that they read frequently in Kreyòl. This is not surprising, considering the limited amount of printed materials in Kreyòl, whether it is for the purpose of preparing their classes, learning or reading for pleasure. Chart 4 shows the results of the question regarding the languages used for reading by teachers.

**Chart 4. Percentage of teachers who report reading and writing in Kreyòl habitually**



It is more common for second- and third-grade teachers to report reading in Kreyòl as a habit than for fourth-grade teachers. This makes sense if we assume that they read in order to prepare for their classes, given that second-grade classes and to some extent third-grade classes are conducted in Kreyòl. To better understand what types of materials teachers read in each language, we asked the following question: “Do you usually read the following materials: newspaper articles, magazines, novels, stories, comic books?” The list of reading materials was developed by considering the available materials available to teachers both in and out of class.

**Table 3. Documents read by teachers**

Materials	Grade 2	Grade 3	Grade 4
Newspaper Article	35%	40%	33%
Magazine	13%	19%	23%
Stories	56%	64%	66%
Novel/Short Stories	22%	23%	36%
Comic Books	12%	37%	30%

As can be seen in Table 3, teachers’ reading habits are mostly connected to the preparation of their lessons. Thus, the most widely read documents are textbooks. The next most commonly read material are newspaper articles followed by novels or short stories. It should be noted however, that most of these supplementary materials are only available in French, not in Kreyòl. In other words, teachers have access to more documents written in French than in Kreyòl due to social practice, as well as linguistic choices: Kreyòl is used in speech, while French is reserved for writing.

Although our data do not tell how often or how long teachers read in each language, Kreyòl seems to be less used in practice as a result of the lack of materials printed in this language. The fact that teachers have limited amounts of reading materials in Kreyòl apart from their school materials creates an environment in which they are unable to read in Kreyòl, even if they wish to engage in reading for information purposes or for pleasure in the language in which they teach. This leads to a difficult situation, because for teachers to improve their own reading and writing skills, they must have access to a variety of materials and have a lot of practice allowing them to read fluently in the language in which they are expected to teach their students.

## SUMMARY OF RESULTS

Some of the key findings from the data analyzed to answer this research question are:

1. Approximately 80% of second-, third-, and fourth-grade teachers teach using a combination of both Kreyòl and French.
2. Although Kreyòl is very much present in the classroom as a language of instruction, most materials are printed in French.
3. Less than 50% of teachers across grades report reading regularly in Kreyòl.



- The documents most widely read by teachers are relevant for the preparation of their classes, rather than reading for pleasure.

**RQ2: HOW DOES STUDENT PARTICIPATION VARY DEPENDING ON THE USE OF FRENCH OR KREYÒL IN THE CLASSROOM?**

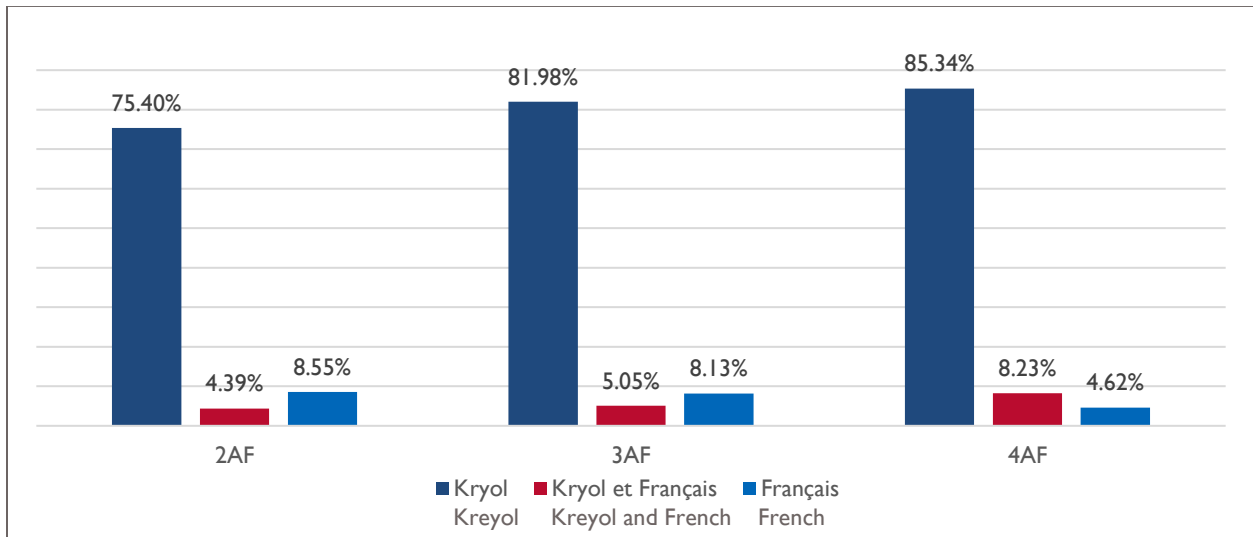
To answer this question, we used data obtained from interviews with teachers and students in Grades 2–4. We specifically examined the data related to the following interview questions:

- What language do you use at home? (Student questionnaire)
- What language do you use at work? (Teacher questionnaire)
- Which language do your students use most to participate in class? (Teacher questionnaire)
- Do you have reading textbooks in Kreyòl? Do you have books or newspapers in Kreyòl that are not school books? (Student questionnaire)

**THE LANGUAGE OF THE STUDENTS**

2,426 students were interviewed in this study, including: 747 second-grade students, 836 third-grade students, and 843 fourth-grade students. Chart 5 shows which language students report using most often at home.

**Chart 5. Language used by students at home**



Although there are some minor differences between the samples, the results clearly show that the language used by students in their socio-cultural environment, across all grades, is Kreyòl. Kreyòl is the language they use to communicate with others, understand the world, and learn on a daily basis. French is only used by a small minority in the home. In addition, the low percentage of those using both languages simultaneously at home indicates that, for the most part, Haitian students are not living in a truly bilingual environment. Coming from this context of primarily using Kreyòl in the home, one can imagine how difficult it would be for these children to then enter school and begin instruction in French.

According to our conceptual framework, the use of the primary language in school not only facilitates learning but also allows for increased involvement of parents in the learning process and for the provision of appropriate academic support (Bender et al., 2005). In other words, if the teaching materials are written in French, this puts a distance between the parents and the students' schooling process.

### **THE LANGUAGE USED BY TEACHERS IN THE CLASSROOM**

As shown in the previous section, most teachers state that they use Kreyòl and French alternately in their classes (82% of second-grade teachers, 71% of third-grade teachers, and 70.5% of fourth-grade teachers), and only a minority (10% of second-grade teachers, 5.5% of third-grade teachers, and 5.2% of fourth-grade teachers) indicate that they use Kreyòl only. Although Kreyòl is used mainly by students both inside and outside the classroom, it is important to note that such use is particularly relevant to oral skills (expression and comprehension) and that, despite this active presence of Kreyòl, most textbooks, are written in French. In other words, there is a clear separation in terms of the use of Kreyòl or French: Kreyòl is used orally, and French is almost always used in writing.

This research confirms the need for a clear language policy, accompanied by methodologies, teacher training, and teaching and learning materials meant to facilitate the learning of children who speak only Kreyòl when they begin school. The policy should be accompanied by clear guidance for the schools in terms of what implementation should look like on a daily basis. For teaching to be effective, it must be done in the language the students speak and understand, and teachers must undergo the necessary training to teach Kreyòl and have access to appropriate and contextualized materials for successful learning outcomes.

### **THE LANGUAGE OF STUDENTS' PARTICIPATION IN THE CLASSROOM**

Chart 6 highlights the results regarding the language of students' participation (according to teachers) in the classroom. The teachers answered the question: "Which language do your students use most to participate in class?" This does not only concern the reading course in Kreyòl, but also participation regarding all skills taught in the grades concerned.

**Chart 6. Language of student participation in the classroom**

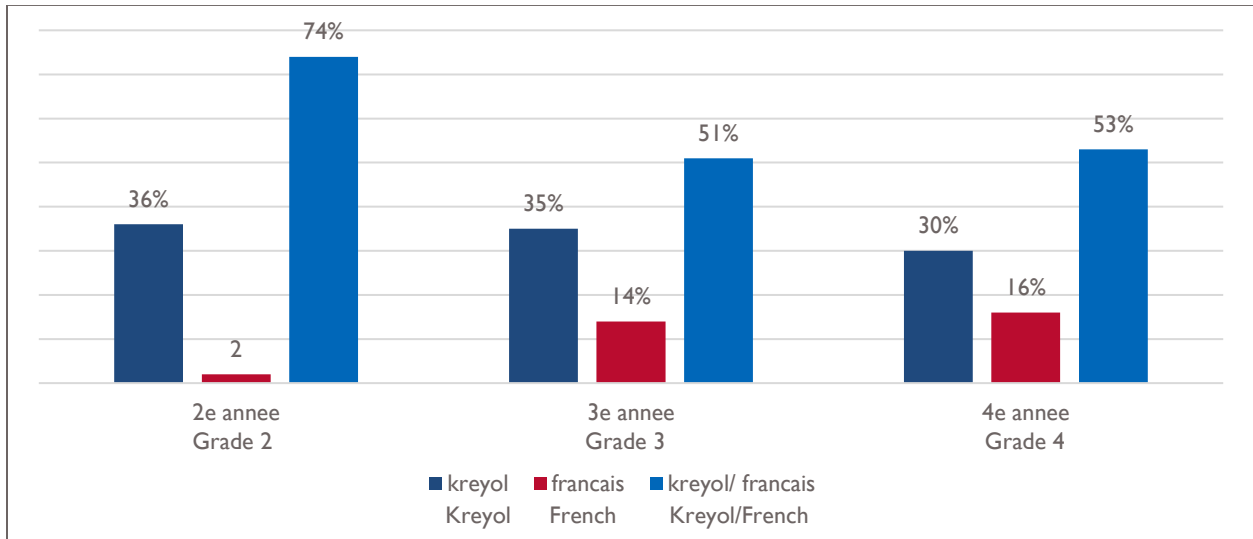


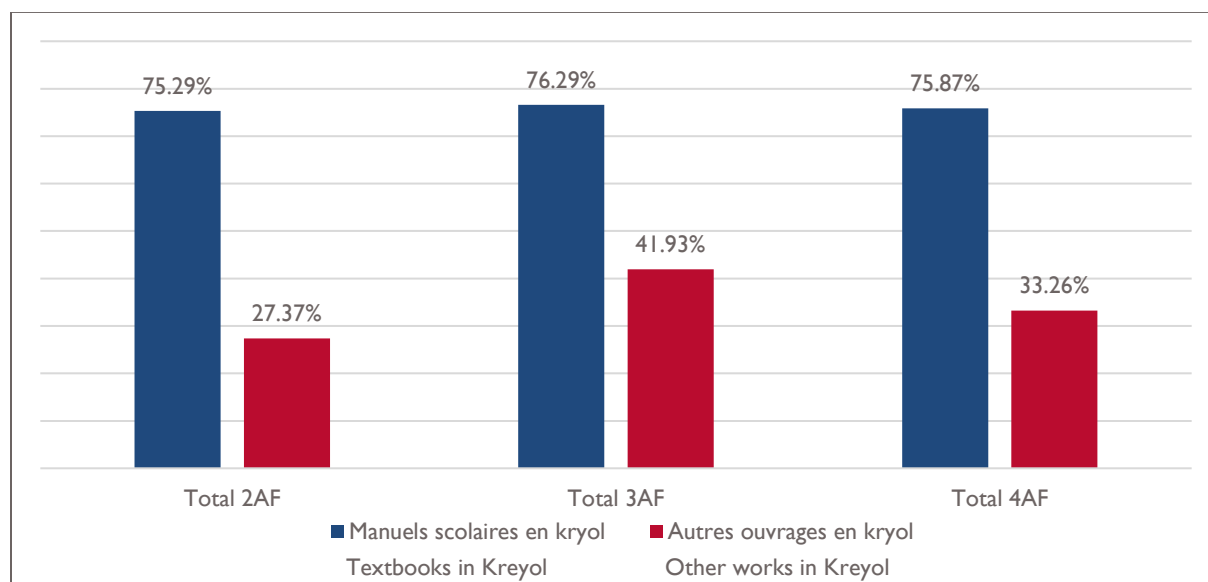
Chart 6 clearly shows that there are few students that use only French as the language of participation in the classroom. Results show a slight increase in the systematic use of French, from Grade 2 to Grade 4. There are more students that use only Kreyòl than those only using French in all three levels indicating that across all grades, students participate more in Kreyòl than in French. It is most common for students to use a mixture of Kreyòl and French to participate, followed by Kreyòl only, and French seems to be the least common answer. This finding is not surprising considering the previously described context, but it reveals a significant departure from the language policy that schools are supposed to follow. Even in Grade 4, where the language of instruction should be solely French, and one would expect students to participate in French, few teachers state that students use only French.

It is noteworthy that student participation is characterized by the practice of code alternation. These data are consistent with those of Chart 3, according to which nearly 80% of teachers use Kreyòl and French alternately in the teaching process. Further research is needed as to why teachers and students are code switching so frequently even when instruction is supposed to be in only one language. This could be due to lack of ability of the teacher in French, lack of readiness by the students to fully participate in French or also due to the languages of available teaching and learning materials.

### **MATERIALS SUPPORTING LEARNING IN STUDENTS' OWN LANGUAGE (TEXTBOOK AND OTHER WORKS IN KREYÒL)**

To get a clearer idea of the availability of teaching and learning materials that might support the teaching of Kreyòl and French, the children were asked the following question: “Do you have reading textbooks in Kreyòl? Do you have books or newspapers in Kreyòl that are not school books?” More than 70% of the students of all grades participating in this study reported having access to textbooks in Kreyòl. Access to other works in Kreyòl seems to be much more limited. As shown in Chart 7, only 27% of Grade 2, 41% of Grade 3, and 33% of Grade 4 students reported having access to other works in Kreyòl.

**Chart 7. Types of materials used to support learning in Kreyòl**



These data show that Kreyòl reading textbooks appear to be widely available, although 25% of students still have no access to them, having to share books with one or more students, which is not an ideal situation. However, this study also revealed that across schools there are diverse textbooks being used without much standardization (see Annex F). For example, in Grade 2, the most frequently used textbooks are: *Wi mwen konn li*, *Map li ak kè kontan*, and *Kreyòl fondamental* (Basic Kreyòl); in Grade 3, the same textbooks, in the same order of frequency of use; in Grade 4, the same titles are used (*Wi mwen konn li*, *Kreyòl fondamental*, and *Map li ak kè kontan*), in a different order in terms of frequency of use. This finding is valid for both departments in which the study was conducted.

Although such diversity is endorsed by the Ministry of National Education and Vocational Training through the approval of the various manuals in use, the lack of standardization in textbooks coupled with the lack of a detailed language policy creates a situation where the teaching and learning environment in each school looks very different. This makes it very difficult to evaluate the learning that is taking place in support of developing children’s reading skills. Further research is needed to analyze the skills recommended by each of these manuals, as well as the methodologies, activities, and time allotted to them, to determine if they are based on the latest evidence on how children learn to read.

Moreover, by analyzing the lists of textbooks approved by the MENFP (see Annex F), we see that only a few titles are available in Kreyòl for other subjects. The subjects concerned are mathematics (*Matematik*, Grades 3 and 4; *M'ap fò nan matematik*; *Viv matematik*, Grades 2–4), experimental sciences (Grades 4–6), and social sciences (*Rèn Ayiti yo*, Grade 4; *Seri eleksyon*, Grades 1, 2, and 3). However, the fact that these Kreyòl textbooks exist does not necessarily mean that they are used by schools. Also, we were unable to verify whether these textbooks are included on the latest lists of works funded by the ministries, particularly for students in the first primary cycle. Availability of texts in Kreyòl across subjects in the early grades is an issue deserving further attention.

Our conceptual framework indicates that to successfully use Kreyòl as a language to be taught and as a language of instruction the availability of the reading textbook as well as additional teaching and learning

materials in Kreyòl are necessary. Approximately 30% of students in all three grades state that they have other educational resources to learn in Kreyòl, as can be seen in Chart 7. There is a clear need to develop, print and provide additional teaching and learning materials in the language of instruction for students in the primary grades.

## **SUMMARY OF RESULTS**

The results of the research provide a clear profile of the Kreyòl learning environment of students in Grades 2–4. The results show that:

1. The majority of students in Grades 2–4 use only Kreyòl at home. This language is predominant in the students' home environment. However, when they begin school, their exposure to French rapidly increases as a language of instruction, the language being taught, and also through the teaching and learning materials present in the classroom.
2. Overall, students have access to textbooks for teaching and learning Kreyòl (75% on average). However, teachers appear to be using a wide variety of textbooks in Kreyòl, and there is not enough evidence to determine the effectiveness of each of them.
3. There is a lack of teaching and learning materials available in Kreyòl beyond textbooks. Most books used by students are written in French. Given the high level of use of Kreyòl in those classes and at home, it is unlikely that effective learning is taking place in French, knowing that in Grades 2 and 3, students are barely introduced to French at school.

A language policy is needed at the primary school level. Such policy must take into account the revision of the curriculum, the training of teachers in the field of teaching reading in Kreyòl, teaching French as a second language, making available various teaching aids in Kreyòl, and creating opportunities for students to practice Kreyòl writing more.

### **RQ3: WHAT IS THE LEVEL OF ORAL READING FLUENCY AND READING COMPREHENSION PROFICIENCY IN KREYÒL IN PRIMARY GRADES 2, 3, AND 4?**

To answer this research question, we applied an oral reading fluency and reading comprehension assessment in Kreyòl to 747 second-grade students, 836 third-grade students, and 843 fourth-grade students. The specific methodology for applying the test is described in the Methodology section of this study.

#### **ORAL READING FLUENCY**

##### **LEVEL OF COMPLETENESS OF THE TEXT BEING READ**

The text selected for second-grade students contains 88 words, that for third graders contains 145 words, and that for fourth graders consists of 177 words. Table 4 indicates the percentage of students in each grade who have read a certain number of words in one minute divided into time intervals.

**Table 4. Reading completeness report by grade**

Number of Words Read Per Minute	Grade 2	Grade 3	Grade 4
1–19	38.46%	16.14%	11.37%
20–39	32.47%	22.23%	28.79%
40–59	18.63%	20.66%	27.15%
60–79	10.42%	20.05%	12.93%
80–99		10.60%	11.22%
100–119		8.32%	5.32%
120–139		2.00%	2.25%
140–160			0.97%

In Grade 2, approximately 29% of students are able to read between 40 and 80 words per minute. This is an acceptable reading speed according to international data concerning oral reading fluency in languages with transparent scripts, such as Kreyòl. But still more than 70% of second-grade students do not read fast enough to remember what they read by the time they reach the end of the sentence. Reading speed relates to our working memory so that if a child does not read quickly enough, they will not be able to hold the information in their working memory to then comprehend what they read. These Grade 2 children have already been exposed to more than a full year of teaching Kreyòl, a language that has only 32 letters, each of them corresponding to a single sound. In addition, this is the language which children are already orally familiar with. In theory, children should be able to learn to decode Kreyòl during their first year of schooling. This leads us to question what methods teachers are using to teach reading to children in primary school. It appears that they do not focus on teaching direct letter/sound correspondences in Kreyòl.

In Grade 3, the results are better. In fact, 61% of students read over 40 words per minute. However, there are still 38% of third-grade students who do not read fast enough to comprehend what they have read. This poses a serious challenge, considering that first primary cycle classes should be conducted in Kreyòl, which requires a certain level of mastery on the part of students.

In Grade 4, 40% of students still read slower than 40 words per minute. This is a serious problem when students reach Grade 4 because from now on, they will have to read in order to learn, not just learn how to read. In addition, from Grade 4 on, teaching in French is introduced in many schools. If children do not master reading in their primary language by Grade 4, it will be much more difficult for them to transfer those skills to reading and writing in French.

On the basis of these data, it is clear that oral reading fluency is a skill that requires more exercise in primary schools in Haiti. Given that Kreyòl has a transparent writing system, teachers should strive to teach letter-sound correspondences to children in Grade 1, so that when children enter Grades 2 and 3, the emphasis may move toward developing vocabulary and comprehension strategies. The data show that, although some of the students appear to be reading with good oral reading fluency, there are still a



high percentage of students who seem to be left behind. Using a phonics approach to help children identify the sound/symbol correspondences has proven most effective in alphabetic languages as shown in our conceptual framework.

## READING ACCURATELY

In order to measure the accuracy of children’s oral reading fluency, we calculated the average percentage of mispronounced words per grade as shown in Chart 8.

**Chart 8. Percentage of mispronounced words per student by grade**

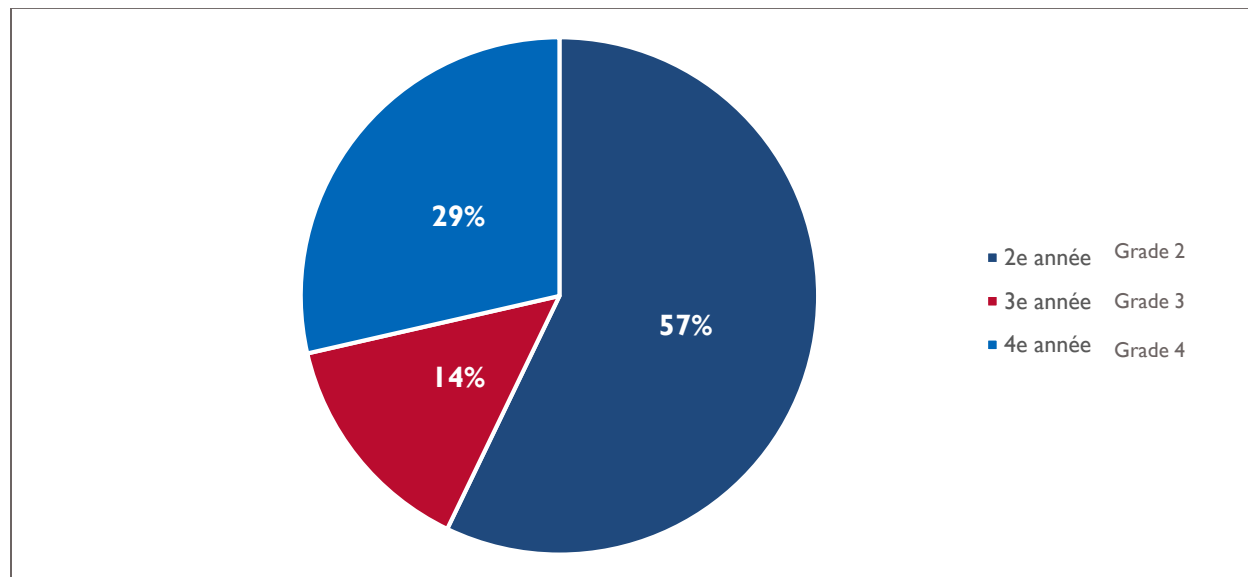


Chart 8 shows that second-grade students are the most likely to lack accuracy in reading with, on average, 57% of words being mispronounced. These results are understandable, knowing that second-grade students are, at this stage, on their way to strengthening their reading ability. In this respect, the Grade 3 results—with only 14% mispronounced words—reflect a significantly improved degree of mastery by students at this level. Grade 4 students mispronounced words increase to 29% which is concerning. It’s possible this could be due to the decrease in the number of Kreyòl reading classes in Grade 4 as compared to the previous grades (1 hour per week in Grade 4 as compared to 3 hours in Grade 2, according to the official curriculum).

## SUMMARY OF RESULTS CONCERNING ORAL READING FLUENCY AND ACCURACY

In general, the results concerning fluent and accurate reading reveal that Kreyòl is poorly mastered by Haitian schoolchildren. Children in general are not reading with enough speed to be able to comprehend what they’ve read. This poses a significant challenge since the ultimate goal of reading is comprehension. The analysis of the reading program for Grade 2, in particular the detailed curriculum of the ministry, revealed that the teaching of graphemes, phonemes and other basic elements in Kreyòl is not considered. However, the French curriculum takes into account the teaching of these elements.

On this basis, the oral reading fluency and accuracy of Haitian primary school students can be improved only through conscious and explicit teaching of decoding using a phonics approach.

## READING COMPREHENSION

Text comprehension was measured by the percentage of correct answers to the questions asked by the interviewer with regard to the text read by the student. Chart 9 show the results.

**Chart 9. Percentage of correct answers per question in Grade 2**

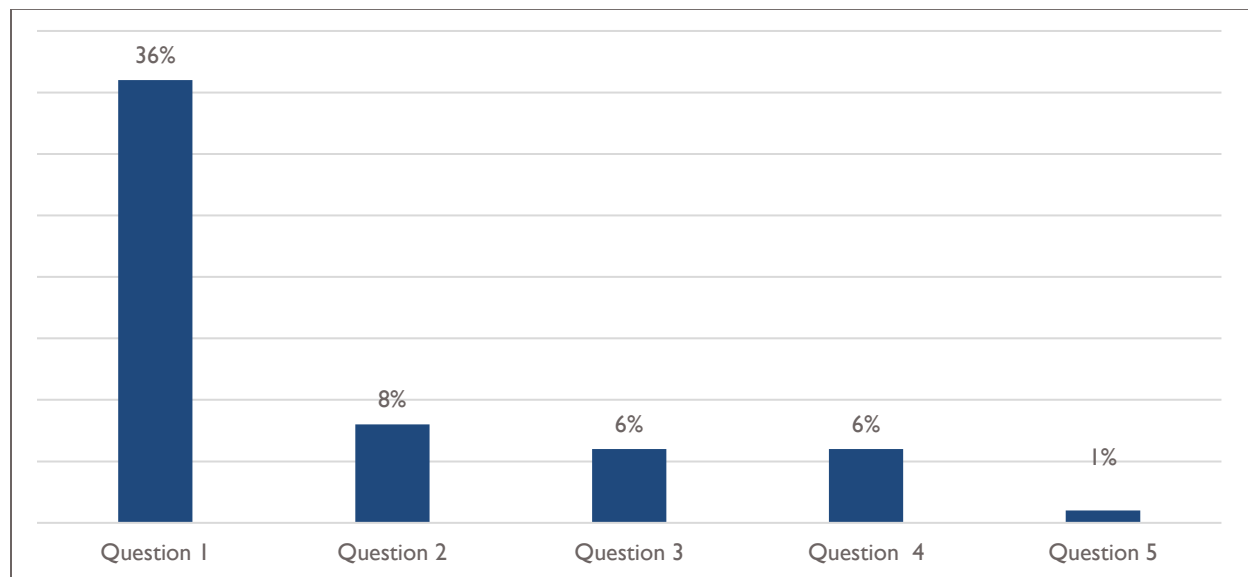


Chart 9 shows that the first question of the test administered to Grade 2 students was the most responded to with 36% correct answers (268 out of 747 answers were correct). On the other hand, the response rate of the remaining questions is quite low. This low response rate of the other four questions (8%, 6%, 6% and 1%) reveals not just that few students were able to read the entire text, but also that there are serious reading comprehension issues at this level. There are various explanations for this: children may read too slowly to remember what they have read, making it difficult to understand the meaning, which is demonstrated through our fluency data. Also, children might need to further develop their vocabulary in Kreyòl, especially their academic vocabulary, which is different from that used in everyday social interactions. The Grade 2 results may be considered worrisome, considering the fact that the text in question is 89 words and considered to be a grade-appropriate text.

Chart 10 shows the comprehension results for Grade 3 students on a passage of 145 words.

**Chart 10. Percentage of correct answers per question in Grade 3**

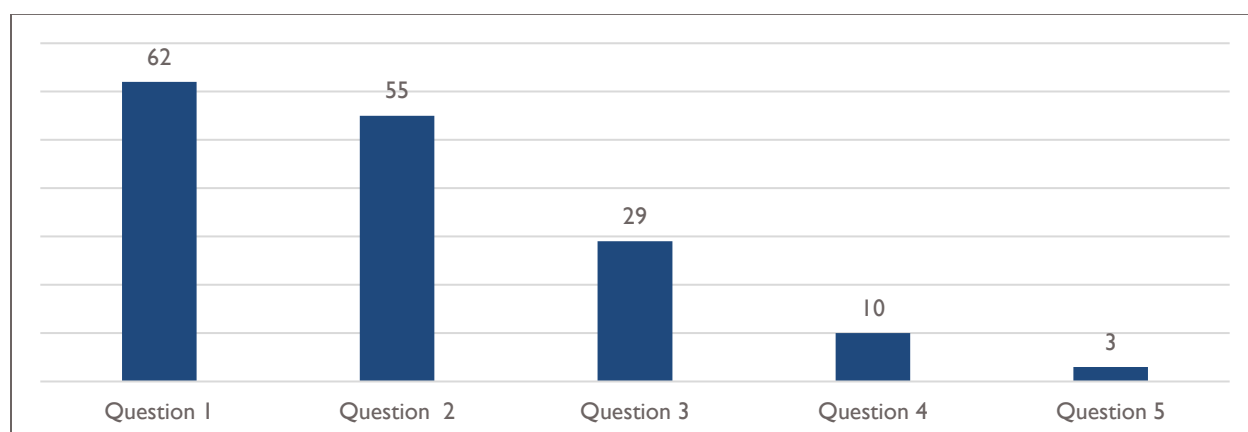
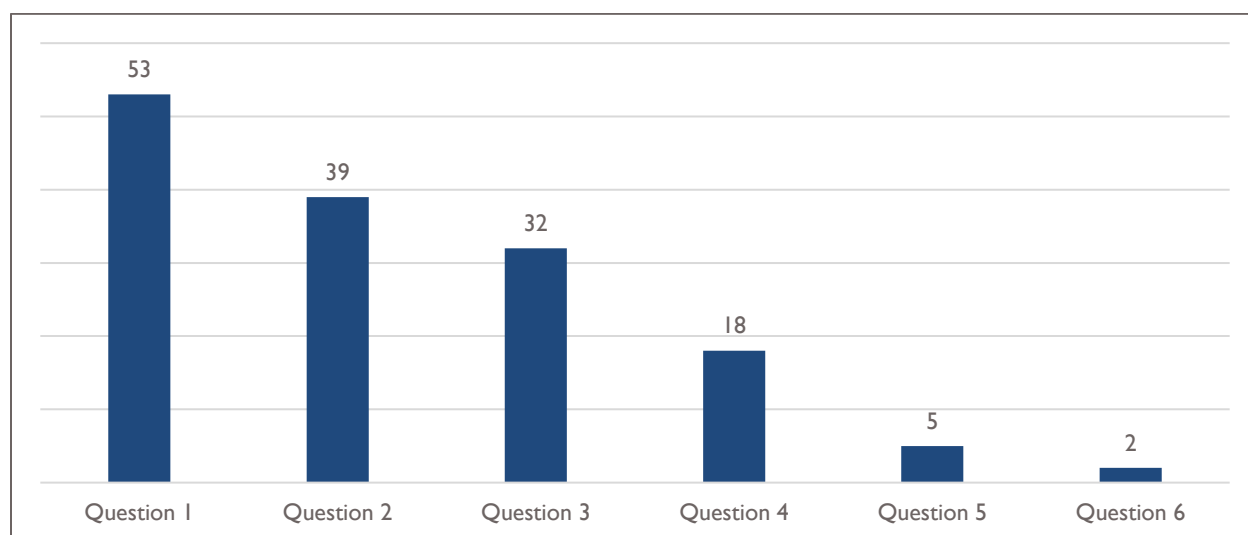


Chart 10 shows that the results of Grade 3 students are far better than those of Grade 2, in terms of the number of correct answers to the reading comprehension questions. The percentage of correct answers to the first three questions reveals that third-grade students have read at least half of the text they were presented with. However, these results are still less than desirable, considering that these are Grade 3 children who are learning in their primary language. In Grade 3, they should already be able to read and understand a simple text adjusted to their level. Also, rather low percentages of correct answers to each question indicate that children at this level require additional work on comprehension strategies and academic vocabulary.

**Chart 11. Percentage of correct answers per question in Grade 4**



The Grade 4 results show the same configuration as those of Grade 3. Indeed, the level of correct answers to the first four questions of the test also reveals that the students tested were able to read more than half of the text. Given the number of correct answers to the first question in particular (447 out of 843), we can say that there is a certain level of comprehension among fourth-grade students. However, if we put these same results in perspective with the objectives of the fourth-grade curriculum, these results are below what the curriculum in question intended. Indeed, the entire fourth-grade Kreyòl reading program is built around the teaching of comprehension.

## SUMMARY OF RESULTS CONCERNING COMPREHENSION

The Grades 2–4 results concerning the number of correct answers reveal that, comprehension is still a struggle for the majority of students. On the one hand, students are not reading with enough speed to be able to retain what they read and on the other hand, children still need to improve their academic vocabulary and comprehension strategies to enable them to fully comprehend what they are reading. As shown in our conceptual framework, reading comprehension is the product of decoding and language comprehension. Children need to be explicitly taught how to decode (match the symbols to their sounds and use this knowledge to read words) as well as improving their Kreyòl vocabulary. Both of these skills are necessary for a child to read with comprehension.

## CONCLUSIONS

The results of this study—with regard to the profile of teachers, the language used by students and teachers, the oral reading fluency and reading comprehension results—all reveal that Kreyòl has a paradoxical position in Haitian schools. This paradoxical position is due to the fact that, although this is the language mastered by more than 90% of Haitians, its place in the teaching and learning system is not at all clearly defined. Study results show that there is an imbalance in the use of the two languages, with a tendency to marginalize the Kreyòl language. The situation is aggravated by the lack of teaching materials available to teachers in Kreyòl to support teaching in this language.

Although the results of this study cannot be generalized across the country, we believe that the results are in fact representative of the most important issues that need to be addressed in Haiti in order to improve the learning environment for children in primary school. First of all, we have found that teachers do not habitually read in Kreyòl, in or out of class, which indicates there may be a problem of access to Kreyòl reading materials, as well as a lack of motivation to read for pleasure. Also, the fact that teachers do not read in Kreyòl aggravates the problem of teachers who do not master reading and writing in Kreyòl, while being expected to teach these skills to their students.

This study also showed that Kreyòl and French are frequently used in primary grades, without considering the language of instruction specified in the curriculum. However, even though the Kreyòl language is frequently used in the classroom as the language of instruction, most teaching aids, including textbooks, are printed in French. Given the high level of use of Kreyòl in these grades and at home, it is hard to imagine effective learning taking place in French, knowing that, Grades 2–3, students are barely introduced to French at school.

In addition, the study found that the majority of students in Grades 2–4 use only Kreyòl at home. This language is predominant in the students' environment. However, when they begin school, their exposure to the French language greatly increases, as the language of instruction, the language being taught, and also through the teaching and learning materials present in the classroom. As a result, these children enter school and are expected to learn several subjects in a language they do not yet know.

In all three grades, reading tests reveal that, in most cases, students face comprehension challenges. These poor results may be due to a number of reasons, but the main ones are: the lack of an evidence-based approach to teaching reading which should focus on the development of decoding and oral comprehension (listening) skills from the early grades, as well as on the development of comprehension

strategies, the lack of teaching aids in the language of instruction and the lack of qualified teachers trained to teach children how to read.

## RECOMMENDATIONS

On the basis of the analyses, we make the following recommendations:

### POLICY RECOMMENDATIONS:

- A clear language policy is necessary in Haiti. Current policies are vague and fail to provide appropriate guidance for teachers and schools in terms of teaching decision-making. In addition, there are no regulations regarding the use of language in schools, which means that linguistic decisions are made at the school level.
- Teaching materials in Kreyòl need to be made widely available, especially for primary school education. Currently, there are few textbooks and additional reading materials available in Kreyòl, and those that are available are not generally based on the most recent evidence on how children learn to read. The production of such documents should be in line with the linguistic policy. For example, if second-grade teachers are expected to teach all subjects in Kreyòl, they should have access to curricula and other instructional materials written in Kreyòl and designed to support delivery of instruction in Kreyòl. In addition, teachers need training to help them learn how to incorporate those materials into everyday reading practices.
- It is important to review the initial and ongoing training program for teachers who enter and work in the basic education cycle. During the initial training, teachers must be given the opportunity to master the teaching of reading and writing in Kreyòl. They need an opportunity to improve their own knowledge of oral French and to learn how to teach French as a second language. These are key skills that every new primary grade teacher should possess.
- In the short term, given the weaknesses of the existing teacher training programs in Haiti, it would be useful to provide teachers with pre-established (scripted) lessons that offer step-by-step guidance throughout the teaching process. This approach would allow even untrained teachers to teach children how to read using evidence-based strategies.
- It is important to promote and strengthen the status of the Kreyòl language in society so that teachers, students, and communities regard it as a valuable and useful language for improving learning outcomes in Haiti. Sharing evidence of the success of bilingual programs in other countries could help parents, communities, teachers, and others to understand how learning first in Kreyòl can ensure better French learning outcomes.
- Emphasis should be placed on teaching decoding to children from the beginning of the first grade of primary school. According to the conceptual framework, decoding skills, together with language comprehension, are basic skills without which children cannot make progress in the acquisition of reading comprehension. Therefore, from Grade 1, teaching should focus on teaching the letter-sound correspondences in Kreyòl and assembling letters and sounds to form words in order to develop decoding skills. At the same time, teachers should develop children's academic vocabulary and reading comprehension strategies in Kreyòl. The national reading program should emphasize these essential skills and the importance of mastering these skills by Grade 4.

## PEDAGOGICAL RECOMMENDATIONS

- Dedicate more time to teaching the core reading skills in Kreyòl. Oral reading fluency and comprehension tests have shown that students do not have command of the skills needed to read quickly and with understanding. A detailed review of the primary curriculum showed that it does not explicitly cover many of the foundational reading skills in Kreyòl.
- Focus on oral language instruction in kreyòl. Although Kreyòl is the first language of most students, this does not mean that they have mastered oral and written Kreyòl in a way that allows them to progress through the school curriculum. Indeed, there is a misconception that since kreyòl is already spoken at home, there is no need to focus on further developing it in school. However, we know from the conceptual framework that decoding as well as language comprehension are necessary for children to read with understanding, so developing children's' academic kreyòl vocabulary should be a priority in the early years.
- From the beginning of Grade 1, teachers must focus on teaching letter-sound correspondences in Kreyòl and assembling letters and sounds to form words. Once children have gained mastery of these letter-sound correspondences, they should have plenty of opportunities to practice and improve oral reading fluency and comprehension. In addition, they must explicitly learn reading comprehension strategies and continue to enrich their Kreyòl vocabulary.
- It is essential to teach Kreyòl reading in conjunction with Kreyòl writing. Currently, students, as well as teachers, are mostly familiar with oral Kreyòl, at the expense of its written form. This is due to the fact that there is a linguistic division among the literate population of Haiti: Kreyòl is used in speech, whereas French is used in writing. As a result of the language policies, written Kreyòl has become taboo for literate Haitians. To remove this taboo of writing in Kreyòl, Kreyòl writing should be incorporated into the reading classes.
- Teachers should read for pleasure outside the classroom. Our results indicate that less than 50% of teachers declare reading on a regular basis in kreyòl outside the classroom. This creates a difficult situation, because we know that for teachers to improve their own reading and writing skills, they must have access to a variety of materials and lots of practice to be able to fluently read the language in which they teach their students. Reading for pleasure will help to develop teachers' own reading skills and self-confidence as well as creating greater motivation and providing a positive model for their students.
- While awaiting policies meant to stimulate the mass production of materials in Kreyòl, teachers should invest in the creation of endogenous materials in Kreyòl to compensate for the scarcity thereof. Although Kreyòl is very much present in the classroom as a language of instruction, most materials are printed in French. This prevents teachers from following the curriculum in Kreyòl because they do not have enough educational materials available to support their instruction. Given the lack of teaching materials in the language of instruction, teachers should include the production of texts in Kreyòl as part of their class curriculum.

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## **ANNEXES**

**Annexe A**  
**Kesyonè Pou anseyan yo**

		<b>Code:</b>		
<b>Enstitisyon:</b> ..... <b>Adrès:</b> ..... <b>Tel:</b> ..... <b>Imel:</b> .....				
<i>N.B. Mete repons la adwat kesyon ki poze a oubyen enfomasyon yo mande a. Chak fwa ou gen pou chwazi pami plizyè repons, make sèlman repons ki kòrèk la.</i>				
<b>Professeur</b>				
1	<b>Non profesè a:</b>			
2	<b>Klas li anseye:</b>			
3	<b>Telefòn ak imel (si li genyen) pwofesè a:</b>			
4	<b>Fòmasyon akademik la</b>	ENI		
		CFEF		
		Lòt		
		Okenn		
5	<b>Tan pwofesè a genyen depi lap travay</b>	Mwens pase 2 lane	<input type="checkbox"/>	
		Ant 2 a 5 lane	<input type="checkbox"/>	
		Plis pase 5 lane	<input type="checkbox"/>	
		Plis pase 10 lane	<input type="checkbox"/>	
6	<b>Eske ou gen abitud li oubyen ekri an kreyòl?</b>	Oui	<input type="checkbox"/>	0
		Non	<input type="checkbox"/>	1
		Pa gen repons	<input type="checkbox"/>	9
8	<b>Ak ki lang ou travay?</b>	Kreyòl	<input type="checkbox"/>	
		Fransè	<input type="checkbox"/>	
		Kreyòl/fransè	<input type="checkbox"/>	
<b>Nan ki lang elèv ou yo plis patisipe nan klas la?</b>		Tout klas la	Mwens ke mwatye klas la	Plis pase mwatye klas la
9	<b>Kreyòl?</b>	1	0	9
10	<b>Fransè?</b>	1	0	9



11	<b>Kreyòl ak Fransè?</b>	1	0	9
	<b>Eske ou gen abitud li an kreyòl (Plizyè repons posib. Antoure chif ki koresponn repons ou a):</b>	<b>Oui</b>	<b>Non</b>	<b>Pa gen repons</b>
12	<b>Atik journal?</b>	1	0	9
13	<b>Eske ou ka site yon egzanp (si repons 12 la se wi)</b>			
14	<b>Magazin ?</b>	1	0	9
15	<b>Eske ou ka bay yon repons? (si repons 14 la se wi).</b>			
16	<b>Woman?</b>	1	0	9
17	<b>Eske ou ka bay yon egzanp? (si repons 16 la se wi?)</b>			
18	<b>Liv istorik?</b>	1	0	9
19	<b>Eske ou ka bay yo egzanp? (si repons 18 la se wi).</b>			
20	<b>Istwa ki rakonte ak desen?</b>	1	0	9
21	<b>Eske ou ka bay yon egzanp? (si repons 20 se wi).</b>			
	<b>Eske ou yon nan bagay sa yo:</b>	<b>Oui</b>	<b>Non</b>	<b>Pa gen repons</b>
22	<b>Eske genyen bibliyotèk nan lekòk la?</b>	1	0	9
		1	0	9
		1		9
23	<b>Liv ak lòt materyèl ki ekri an kreyòl?</b>	1	0	9
		1	0	9
		1	0	9

## Annexe B

Kesyonè<sup>4</sup> Pou elèv yo (2<sup>e</sup>, 3<sup>e</sup>, 4<sup>e</sup> ane)

Kwoche ti kawo ki koresponn ak repons elèv la bay la. Anketè a dwe konsidere yon sèl repons, sof nan ka kote gen yon konsiy espesyal ki prezize kontrè a.

Non lekòl la.....			
Adrès lekòl la.....			
Non ak siyati eleve la.....			
No	Kesyon	Repons	Kòd
1	Ki laj ou (elev la ap bay kantite lane a)?	.....an	
		Pa konnen / Pa bay repons..... <input type="checkbox"/>	
2	Nan ki mwa ou fèt?	Mwa.....	
		Pa konnen / Pa bay repon..... <input type="checkbox"/>	9
3	Nan ki lane ou fèt?	Ane.....	
		Pa konnen / Pa bay repons..... <input type="checkbox"/>	
4	Ki lang ou pale lakay ou (timoun nan ka bay plizyè repons)?	Kreyòl..... <input type="checkbox"/>	1
		Fransè..... <input type="checkbox"/>	2
		Lòt..... <input type="checkbox"/>	3
		Pa konnen / Pa bay repon..... <input type="checkbox"/>	9
5	Eske ou gen liv lekòl paw pou fè lekti?	Non..... <input type="checkbox"/>	0
		Wi..... <input type="checkbox"/>	1
		Pa konnen/Pa gen repons..... <input type="checkbox"/>	9

<sup>4</sup> Kesyonè pou klas 2e, 3e ak 4e ane fondamantal. Kesyonè sa a se yon adaptasyon yon lòt kesyonè ki te deja itilize nan kad premye rechèch EGRA USAID te fè pou Ministè Edikasyon Nasyonal.

6	Eske ou gen liv oubyen jounal lakay ou ki pa liv lekòl?	Non..... <input type="checkbox"/>		
		Wi..... <input type="checkbox"/>		
		Pa konnen/Pa gen repons..... <input type="checkbox"/>		
7	(si elev la reponn wi pou kesyon piwo a) Ban m kèk egzanzp	(ou pa bezwen anregistre repons la)		
8	(si elev la reponn wi pou kesyon 6 la) Nan k ilang liv sa y oye? (elev la ka bay plizyè repons)	Kreyòl..... <input type="checkbox"/>		
		Fransè..... <input type="checkbox"/>		
		Pa konnen..... <input type="checkbox"/>		
		Pa gen repons..... <input type="checkbox"/>		
9	Eske genyen moun lakay ou ki konn li, oswa se ou menm ase?	Wi..... <input type="checkbox"/>		
		Non..... <input type="checkbox"/>		
		Pa konnen..... <input type="checkbox"/>		
		Pa gen repons..... <input type="checkbox"/>		
10	Ki moun lakay ou ki konn li (si l reponn wi pou kesyon 9 la)?	Manman..... <input type="checkbox"/>		
		Papa..... <input type="checkbox"/>		
		Frè..... <input type="checkbox"/>		
		Sè ..... <input type="checkbox"/>		
		Lot moun ..... <input type="checkbox"/>		
Lakay ou, eske genyen:		Wi	Non	Pa gen repons
11	Televizyon	1	0	9
12	Telefòn	1	0	9

13	Kouran (nenpòt ki sous kouran)	1	0	9	
14	Eske ou te pase nan jadendanfan?	Wi..... <input type="checkbox"/>			
		Non ..... <input type="checkbox"/>			
		Pa konnen..... <input type="checkbox"/>			
		Pa gen repons..... <input type="checkbox"/>			
15	Eske ou konn etidye oubyen fè devwa pandan ou lakay ou?	Wi..... <input type="checkbox"/>			
		Non..... <input type="checkbox"/>			
		Pa konnen..... <input type="checkbox"/>			
		Pa gen repons..... <input type="checkbox"/>			

.....

## Annexe C

### Tès pou elèv2e ane fondamantal

<b>Code</b>	
<b>Nom/Prénom</b>	
<b>Ecole</b>	
<b>Date</b>	
<b>Enquêteur</b>	

#### Move tan kay granmè Anita

Anita renmen al pase vakans andeyò ak granmè li. Depi premye jou vakans lan, li te deja rive Vèrèt. Mwa jiyè ak mwa out li amize l anpil. Byen vit, mwa septanm nan gentan rive. Chak ane, mwa sa a toujou bay pwoblèm. Se gwo van, lapli, larivyè kap desann, rekòt kap pèdi. Anita konn sa yo rele move tan. Li pa pè. Kay grann pa bati bò larivyè. Tòl yo byen kloure. Anvan move tan an rive, tout afè grann Lolo gentan pare.

#### Bilan lekti a

1	Konbyen minit oubyen segond ki rete	
2	Elèv la li tèks la nan tan ki te prevwa pou sa	
3	Elèv la li moso nan tèks la nan tan ki te prevwa pou sa	
4	Elèv la pa li anyen ditou	
5	Kantite mo ki mal pwononse (erreur)	
6	Mo elèv la sote	
	Kantite fwa èlev la korije tèt li	

**Question de compréhension de la lecture**

	Questions	Réponses de l'élève		
		Correcte	Erreur	Pas de réponse
1	<b>Kay ki moun Anita renmen al pase vakans?</b> ( <i>Kay granmè li/grann li</i> )			
2	<b>Ki kote kay granmè Anita ye?</b> ( <i>kay granmè li Veret/Veret</i> ).			
3	<b>Nan ki mwa Anita te nan vakans?</b> ( <i>mwa jiyè ak dawou/out</i> )			
4	<b>Ki kalite tan ki konn genyen lè mwa septanm rive?</b> ( <i>Li konn fè move tan/ li konn fè lapli ak van/dlo konn desann</i> )			
5	<b>Kòman yo rele grann Anita?</b> ( <i>Grann Lolo</i> )			

## Annexe D

### Tès pou timoun 3<sup>e</sup> ane fondamantal

<b>Code</b>	
<b>Nom/Prénom</b>	
<b>Ecole</b>	
<b>Date</b>	
<b>Enquêteur</b>	

#### Istwa Bènadèt ak Labalèn

Bènadèt te rete nan yon ti vilaj kote tout moun nan zòn nan te peche pwason pou yo viv. Yon jou, Bènadèt te deside al fè yon ti pwomnad bò lanmè a. Lè li prèske rive, li te wè yon gwo pwason ki kole nan mitan wòch yo. Sete yon Balèn. Bènadèt te toujou tande pechè yo di balèn pa ka viv lontan si li pa nan dlo. Li reflechi, li di balèn nan : « Ou pa bezwen pè, m pral ba w yon kout men».

San pèdi tan, Benadèt pran yon bokit e komanse vide dlo sou tèt balèn nan. Yon ti momen aprè, lanmè a vin monte, fòs li pote balèn nan tounen nan mitan dlo a. Benadèt kontan, balèn nan te sove, li naje ale byen lwen. Li di Benadèt mèsè e espere yo ap wè yon lòt jou ankò.

#### Bilan lekti a

1	Konbyen minit oubyen segond ki rete	
2	Elèv la li teks la nan tan ki te prevwa pou sa	
3	Elèv la li moso nan teks la nan tan ki te prevwa pou sa	
4	Elèv la pa li anyen ditou	
5	Kantite mo ki mal pwononse (erreur)	
6	Mo elèv la sote	
7	Kantite fwa elèv la korije tèt li	



Questions de compréhension de la lecture

Questions		Réponses de l'élève		
		Correcte	Erreur	Pas de réponse
1	<b>Ki metye moun nan vilaj Bènadèt la konn fè?</b> ( <i>Tout moun nan vilaj la konn peche pwason</i> )			
2	<b>Ki kote Bènadèt te deside al fè pwomnad?</b> ( <i>Bènadèt/li te deside al fè pwomnad bò lanmè a</i> ).			
3	<b>Kisa ki te rive Balèn nan?</b> ( <i>Li te kole nan yon wòch/li pat ka naje ankò</i> )			
4	<b>Kisa Bènadèt te fè pou Balèn nan?</b> ( <i>Li te vide dlo sou tèt li/ li te ede l tounen nan mitan lanmè a</i> ).			
5	<b>Kisa ki te fè kè Bènadèt kontan?</b> ( <i>Bènadèt te kontan paske li wè balèn nan te sove/ paske blèn nan pat mouri/paske balèn nan te kòmanse naje ankò</i> )			

## Annexe E

### Tès pou timoun 4<sup>e</sup> ane fondamantal

<b>Code</b>	
<b>Nom/Prénom</b>	
<b>Ecole</b>	
<b>Date</b>	
<b>Enquêteur</b>	

#### Anivesè tonton chwal

Yon jou tout bèt nan forè a te prepare yon gwo fèt pou anivesè tonton Chwal. Plizyè jou anvan fèt la, zwazo yo te vole ale toupatou nan forè a pou lanse envitasyon bay tout bèt. Lapen ak konpè Rena aprann nouvèl la an reta, yon jou sèlman anvan fèt la. Paske kay yo te lwen anpil, yo te blije prese pou yo te ka rive a lè.

Lapen ak konpè Rena konnen yo pa sipoze rive nan fèt la san yon ti kado. Konpè Rena di : « Mwen renmen myèl, misye ta sipoze renmen myèl tou ». Lapen an di : « Mwen se kawòt mwen renmen, tonton Chwal ta sipoze renmen l tou ». Konpè Rena achte yon po siwo myèl. Lapen jwenn plizyè bèl kawòt nan jaden l. Yo te tèlman prese yo te bliye pran maje pou yo fè vwayal la.

Sou wout la, yo vin grangou, yo bwè siwo myèl la epi manje kawòt la. Lè yo fin manje kado yo, yo deside bay tonton Chwal fèy kawòt yo nan po vid la tankou yon bouke flè.

#### Bilan lekti a

1	Konbyen minit oubyen segond ki rete	
2	Elèv la li tèks la nan tan ki te prevwa pou sa	
3	Elèv la li moso nan tèks la nan tan ki te prevwa pou sa	
4	Elèv la pa li anyen ditou	
5	Kantite mo ki mal pwononse (erreur)	

6	Mo elèv la sote	
7	Kantite fwa èlev la korije tèt li	

### Questions de compréhension de la lecture

Questions		Réponses de l'élève		
		Correcte	Erreur	Pas de réponse
1	<b>Poukisa bèt yo tap fè fèt la?</b> ( <i>Paske se te anivèsè / se te fèt tonton Chwal.</i> )			
2	<b>Kilès nan bèt yo ki tap lanse envitasyon yo?</b> ( <i>Zwazo yo</i> )			
3	<b>Kiyès nan bèt yo ki te aprann nouvèl fèt la an reta?</b> ( <i>Lapen ak konpè Rena oubyen Konpè Rena ak Lapen</i> )			
4	<b>Eske ou sonje ki kado Lapen ak Konpè Rena te chwazi?</b> ( <i>yon po siwo myèl ou byen siwo myèl ak kawòt</i> )			
5	<b>Poukisa Lapen ak konpè Rena te manje kado yo?</b> ( <i>yo te grangou nan wout la/ yo te bliye pran manje pou vwayaj la / yo te prese yo pat pran manje ?</i> )			
6	<b>Kòman de zanmi yo te fè pou bay tonton Chwal yon kado kan menm?</b> ( <i>yo te mete fèy kawòt yo nan boutèy vid la kòm yon bouke flè</i> ).			

## ANNEXE F

### LISTE DE MANUELS DE LECTURE (KREYOL ET FRANCAIS) HOMOLOGUES PAR LE MENFP

Matière	Titre du manuel	Classe	Auteur	Maison d'édition	Année d'homologation	Date d'expiration
Français	La joie de lire I,II,II	1e et 2e A.F	H.Deschamps	H.Deschamps	2001	2004
Français	Pour lire avec plaisir I,II,III	3e à 6e A.F	H.Deschamps	H.Deschamps	2001	2004
Français	Ma première grammaire	2e A.F	H.Deschamps	H.Deschamps	2001	2003
Français	A la rencontre de la grammaire I,II,III	non mentionnée	H.Deschamps	H.Deschamps	2001	2003
Français	Ti Malice 1 à 3	1e A.F	Jacqueline Cardozo Turian	H.Deschamps	2001	2006
Français	Langage en fête, livre de l'élève	1e A.F	Hachette-Deschamps	H.Deschamps	2001	2006
Français	Grammaire élémentaire	3e et 4e A.F	FIC	H.Deschamps	2001	2006
Français	Grammaire et Exercices de français	4e à 6e A.F	Gary Pérodin	Auteur indépendant	2001	2005
Français	Mon livre de français	1e à 3e A.F	Michaëlle Saint-Natus	H.Deschamps	2001	2005
Français	Parler français, lire et écrire	3e A.F	IPN	IPN	2001	2006
Français	Mon livre de français	non mentionnée	Les classiques africains	Les classiques africains	2001	2006
Français	Mon ABC français	non mentionnée	Université Caraïbe/Semis	Université Caraïbe/Semis	2001	2006
Français	Les cahiers de français	2e A.F	Université Caraïbe/Semis	Université Caraïbe/Semis	2001	2006
Français	Lire et s'exprimer 1	non mentionnée	FIC	H.Deschamps	2001	2006
Français	Lire et s'exprimer 2	non mentionnée	FIC	H.Deschamps	2001	2004
Français	Lire et s'exprimer 3	non mentionnée	FIC	H.Deschamps	2001	2004
Français	L'as de l'ortographe	3e A.F	Paule Nicolas	Auteur indépendant	2001	2006
Français	L'as de l'ortographe	4e, 5e et 6e A.F	Paule Nicolas	Auteur indépendant	2001	2006
Français	Grammaire préparatoire	1e et 2e A.F	FIC	FIC	2001	2004
Français	Youpi, je sais lire I	non mentionnée		H.Deschamps	2001	2002
Français	Youpi, je sais lire II	non mentionnée		H.Deschamps	2001	2006
Français	Mon livre de français I	non mentionnée	Michaëlle Saint-Natus	Auteur indépendant	2001	2005
Français	Langage en fête, livre de l'élève	non mentionnée	T.Durand, J.Bouby, H.Ledeit	Hachette-Deschamps	2001	2006

Matière	Titre du manuel	Classe	Auteur	Maison d'édition	Année d'homologation	Date d'expiration
Français	Plaisir de communiquer	3e A.F		Mon ami le livre 2003	2007	2009
Français	L'as de l'ortographe CE 1	3e A.F		Areytos	2007	2010
Français	A la rencontre de la grammaire I, II	non mentionnée		EDITHA	2007	2008
Français	Mon 1er livre d'ortographe	3e ou 4e A.F	H.Deschamps	H.Deschamps	2007	2010
Français	Grammaire nouvelle	non mentionnée	H.Deschamps	H.Deschamps	2007	2009
Français	Lecture française	2e A.F	Livrets méthodistes	Livrets méthodistes	2007	2010
Français	Lecture française	3e A.F	Livrets méthodistes	Livrets méthodistes	2007	2010
Français	Lecture française	4e A.F	Livrets méthodistes	Livrets méthodistes	2007	2010
Français	A la rencontre de la grammaire I, II	non mentionnée	H.Deschamps	H.Deschamps	2007	2008
Français	Bravo Ti Malice	non mentionnée	H.Deschamps	H.Deschamps	2007	2008
Français	Français en fête I, II, III	non mentionnée	H.Deschamps	H.Deschamps	2007	2010
Français	Français en fête, livre de l'élève #1	non mentionnée	EDITHA	EDITHA	2007	2008
Français	Français en fête, livre de l'élève #2	non mentionnée	EDITHA	EDITHA	2007	2008
Français	Français en fête, livre de l'élève #3	non mentionnée	EDITHA	EDITHA	2007	2008
Français	Bonjour !2,	1 <sup>ère</sup> , 2 <sup>ème</sup> et 3 <sup>ème</sup> A.F. Guide du Maître livre de l'élève	<b>J.D. LAVIOLETTE, EDITHA</b>	H.Deschamps	2014	2019
Français	Français langue Seconde	3 <sup>ème</sup> A.F.	Paule Nicolas	Kopivit-Action Sociale	2014	
Français	Mon livre de français 3		Samuel Jean Baptiste	CUC	2014	2017
Français	Mon livre de français 4	4 <sup>ème</sup> A.F.	Jocelyne Trouillot	CUC	2014	2018
Français	Français primaire 1	1e A.F	Editions Dawill	Editions Dawill	2014	2016
Français	Français primaire 2	2e A.F	Editions Dawill	Editions Dawill	2014	2016
Français	Français primaire 3	3e A.F	Editions Dawill	Editions Dawill	2014	2016
Français	Le français par les textes	4 <sup>ème</sup> A.F.	Gary Pérodin	Kopivit-Action Sociale	2014	2019
Créole	Map li ak kè kontan I, II, III, IV	1e à 6e A.F	non mentionné		2001	2004
Créole	Ti moun se moun I et II	1e A.F	CEEC	CEEC	1999	2004

Matière	Titre du manuel	Classe	Auteur	Maison d'édition	Année d'homologation	Date d'expiration
Créole	Pol ak Anita	1 e et 2e A.F	IPN	IPN	2001	2006
Créole	Gramè kreyol	3e A.F	IPN	IPN	2001	2006
Créole	Mwen konn li	1e A.F		Editions Bòn Nouvèl	2001	2005 ; 2004
Créole	Mwen konn li	2e A.F	Komite Edikasyon Karitas Ench	Caritas	2001	2005
Créole	Lekti 1e ane, li, Lili, li!	non mentionnée	CUC / Semis	CUC	2001	2005
Créole	Lekti gramè	3e A.F	Komite Edikasyon Ench	Editions Bòn Nouvèl	2001	2006
Créole	Lekti gramè	4e A.F	Komite Edikasyon Ench	Editions Bòn Nouvèl	2001	2005
Créole	Pipirit / Ti Malice Kreyol	1e A.F		H.Deschamps	2001	2004
Créole	Konpran sa nou li	4e A.F	IPN	IPN	2001	2006
Créole	Otoğraf	non mentionnée	Université Caraïbes	CUC	2001	2003
Créole	Wi! Mwen konn li	3e ou 4e A.F	H.Deschamps	H.Deschamps	2007	2010
Créole	Wi! Mwen konn li	1 e A.F	H.Deschamps	H.Deschamps	2007	2010
Créole	Wi! Mwen konn li	1e ou 2e A.F	H.Deschamps	H.Deschamps	2007	2010
Créole	Nan jaden lèt ak mo	non mentionnée	H.Deschamps	H.Deschamps	2007	2010
Créole	Wi! Mwen konn li	2e A.F	H.Deschamps	H.Deschamps	2007	2010
Créole	Wi! Mwen konn li	1 e A.F	H.Deschamps	H.Deschamps	2007	2010
Créole	Nan jaden lèt ak mo	non mentionnée	H.Deschamps	H.Deschamps	2007	2010
Créole	Tout timoun pral lekòl	S	Gerard Tardieu	Kopivit- l'Action Sociales	2014	2016
Créole	Kominikasyon kreyol	3 <sup>ème</sup> A.F.	Gerard Tardieu	Kopivit- l'Action Sociale	2014	2019
Créole	Aprann li ak ekri	4 <sup>ème</sup> et 5 <sup>ème</sup> A.F.	Gesner Jn Paul	Zémès	2014	2018