

ELAN

École et langues nationales en Afrique

Une offre
francophone vers
un enseignement
bi-plurilingue
pour mieux réussir
à l'école



ORGANISATION
INTERNATIONALE DE
la francophonie



ELAN monde arabe : Lebanon, Morocco,

Tunisia

ELAN monde créole : Haïti, Seychelles

ELAN Afrique :

- phase 1 : (2012-2015) 8 countries
- phase 2 : (2016-2018) 12 countries

Benin, Burkina Faso, Burundi, Cameroon, Ivory Coast, Guinea, Madagascar, Mali, Niger, DR Congo, Senegal, Togo



The ELAN-Afrique initiative is

**the product of collaboration from
four (4) technical and financial partners
AUF, MAEDI, AFD, OIF**

Aim:

Improve the quality of education

Strategy:

Support French-mother tongue language bilingual education

Approaches :

- Defining educational linguistic policies (legal and course documents)
- Training educators, particularly teachers and their tutors
- Creating of didactic materials
- Raising awareness of the benefits of bilingual education
- Formative assessment

Principles of bilingualism

- Bilingualism which can be comfortably entered into existing or new teaching programmes in partner countries ;
- Bilingualism based upon comparative language approaches : possibly using *bi-grammaire* models;
- Bilingualism which uses the transfer of skills:
 - from L1 to L2 : linguistic and skill transfer
 - from L2 back to L1 : ability in French allows a fresh look at the L1

Student Skill Areas



- Language tools
- Rules for reading texts
- Knowledge of vocabulary
- Fluency (**pace and rhythm**)
- Comprehension
- Characteristics of written texts
- **Production of a message** taking into account a written communication situation
- Coherence and cohesion of a text
- **Style**

- **75 schools**
- **+4 000 students**
- **32 trained national trainers**
- **2 or 3 cohorts of 10 teachers in each country**
- **75 targeted headteachers**
- **8 national language subjects and teaching mediums**

The pilot project in numbers

External assessment of students' knowledge

- ✓ Measures the impact of the ELAN approach to reading-writing during the first two years of primary school (CP1 and CP2), in 8 countries (oral and written linguistic performance in African languages and French) ;
- ✓ Evaluates whether the ELAN approach allows each student to demonstrate the effects of interlanguage transfer between L1 (African language) and L2 (French).

Characteristics of a **CREN** assessment presentation

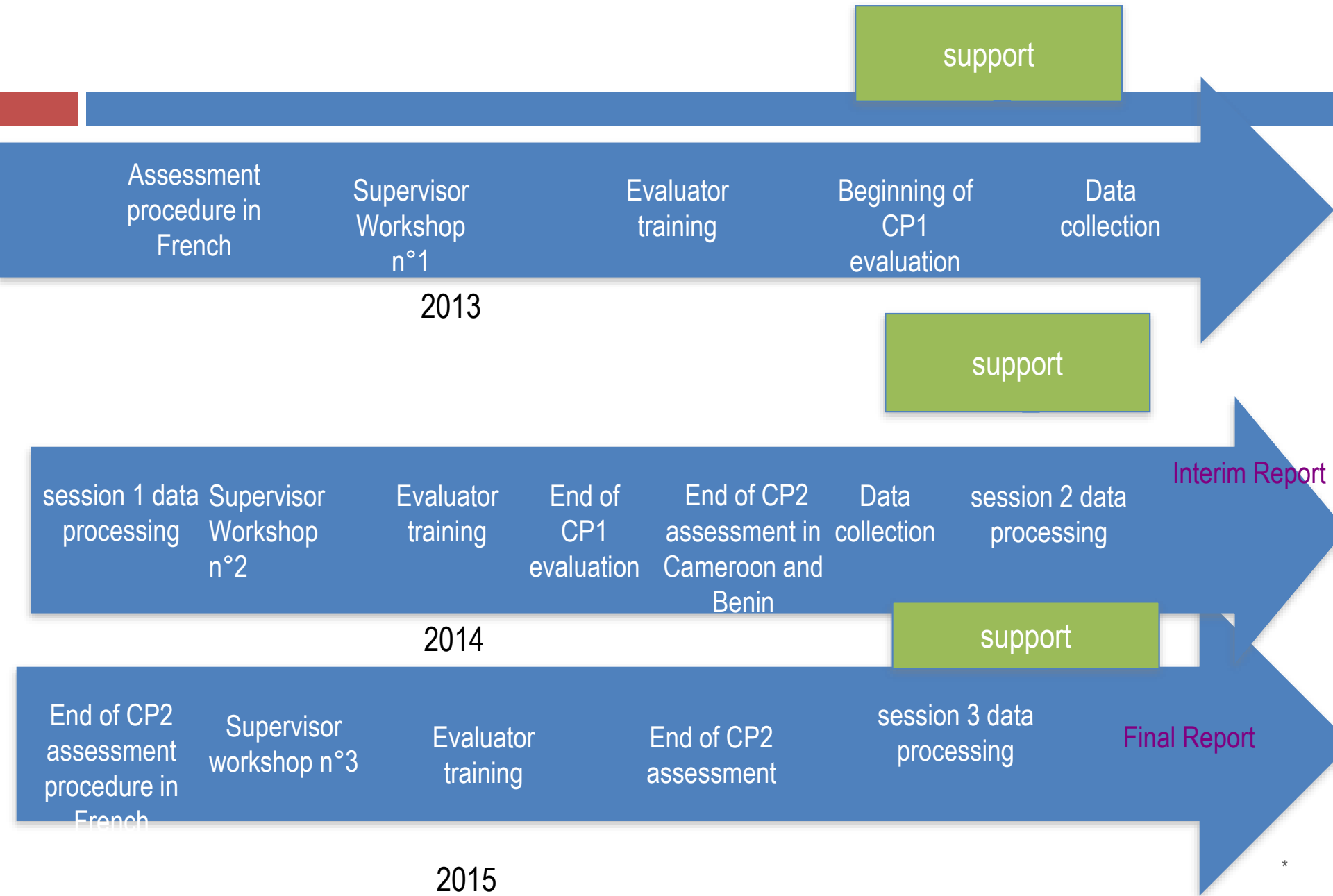


1. one national language per country
 2. comparison between control group and trial group, initially 200 students per group, 400 students per country => we are interested in the difference between these groups
 3. longitudinal protocol : the same students evaluated 3 times in 2 years:
 - At the beginning of CP1 (October-November 2013)
 - At the end of CP1 (April-May 2014)
 - At the end of CP2 (April-May 2015)
- => Highlight progress made rather than level obtained!
4. Comparable skills in L1 and in French evaluated in the 8 countries
matched pairing of the 2 groups (control and trial) in the following : sex, student age, socioeconomic factors
« reported » linguistic practice in family
practice reported from using the book on a daily basis
 5. Statistical processing (repeated measures variance analysis, correlations, multiple regressions, etc.)

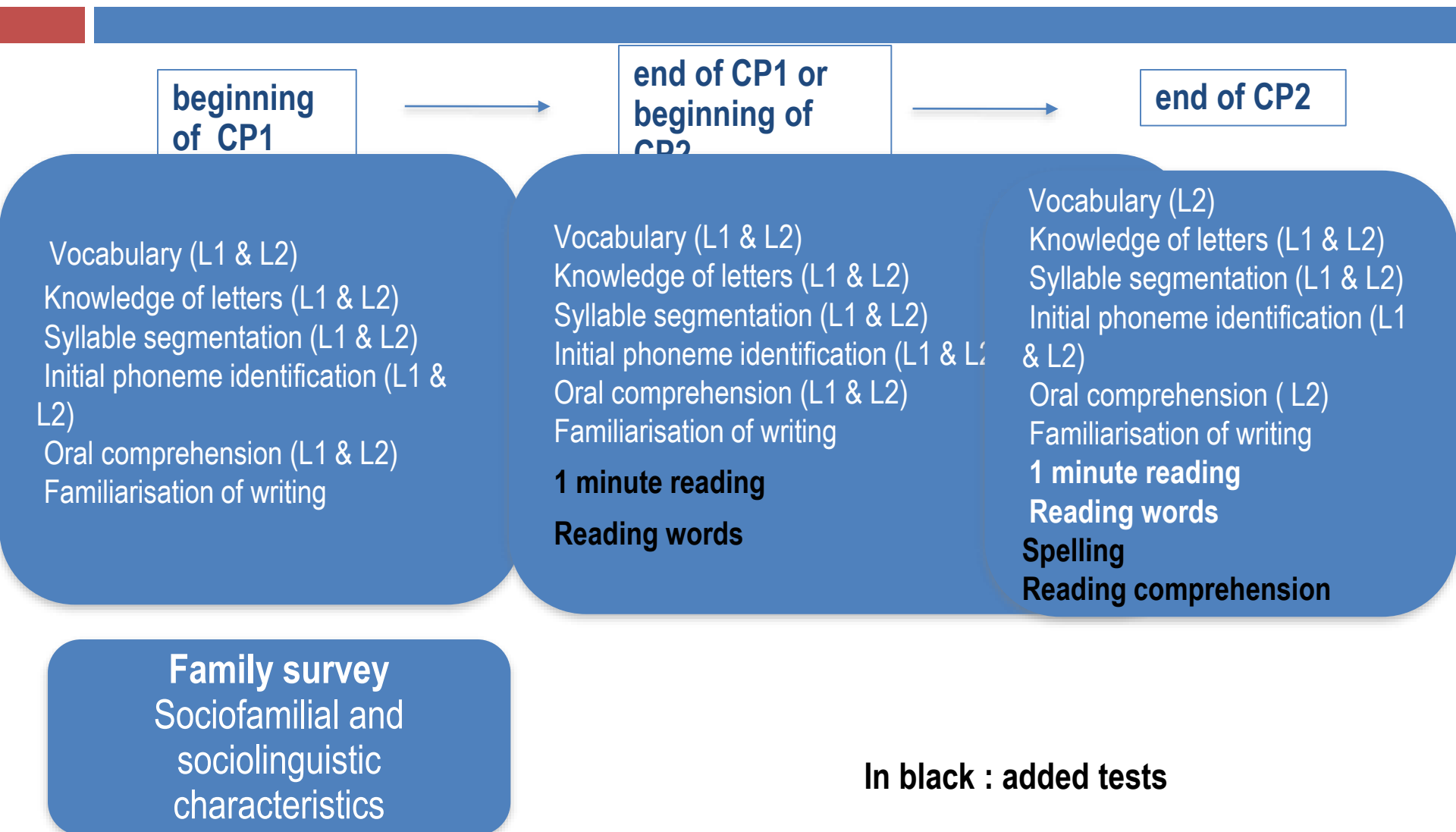
Choice of tools :

- ✓ Indicators of writing dominance + reading/spelling precursors
- ✓ Scientifically proven choice of tools (EGRA: evaluating students' first steps in reading, Sprenger-Charolles, 2009 + other tools from CREN)
- ✓ Tools easily adapted to L1 in the 8 countries
- ✓ Tools easily used by non-professional evaluators
- ✓ Instruction booklet for evaluators
- ✓ Exercise booklet for the student
- ✓ Stimulus notebook for the student
- ✓ Questionnaire for parents

Démarche



ELAN Assessment Procedure - Presentation of longitudinal procedure (beginning of CP1- end of CP1 or beginning of CP2 - end of CP2)



Progress Report/differences between control and trial groups

	Bénin N=266 (Nr = 131; Np = 135)	Burkina Faso N=297 (Nr = 145; Np = 152)	Burundi N=218 (Nr = 104; Np = 114)	Cameroun N=262 (Nr = 130; Np = 132)	Mali N=318 (Nr = 147; Np = 171)	Niger N=174 (Nr = 69; Np = 105)	RD Congo N=154 (Nr = 56; Np = 98)	Sénégal N=318 (Nr = 143; Np = 175)
Section 1 : Progrès des groupes témoins et pilotes sur les épreuves orales proposées en début et fin CP1 ou en début CP1 et CP2								
Vocabulaire L1	Neutre		Neutre	Neutre	Neutre		Neutre	Neutre
Compréhension orale L1	Neutre		Neutre	Neutre	Neutre		Neutre	Témoin-R
Monde de l'écrit	Neutre		Neutre	Neutre	Neutre		Pilote-P	Neutre
Section 2 : Progrès des groupes témoins et pilotes sur les épreuves orales proposées aux 2 ou 3 temps de l'expérimentation								
Segmentation syllabique L1	Neutre	Témoin-R	Neutre	Témoin-R	Témoin-R	Neutre	Pilote-P	Pilote-P
Identification du phonème initial L1	Pilote-P	Neutre	Neutre	Pilote-P	Neutre	Neutre	Pilote-P	Pilote-P
Connaissance du nom des lettres L1	Pilote-P	Neutre	?	Pilote-P	Pilote-P	Pilote-P	Pilote-P	Pilote-P
Segmentation syllabique Fr	Neutre	Témoin-R	Pilote-P	Neutre	Neutre	Pilote-P	Pilote-P	Pilote-P
Identification du phonème initial Fr	Pilote-P	Neutre	Neutre	Pilote-P	Pilote-P	Pilote-P	Pilote-P	Pilote-P
Connaissance du nom des lettres Fr	Pilote-P	Témoin-R	Pilote-P	Témoin-R	Pilote-P	Pilote-P	Pilote-P	Pilote-P
Vocabulaire Fr	Pilote-P	Témoin-P	Pilote-P	Neutre	?	Neutre	Pilote-P	?
Compréhension orale Fr	Pilote-P	Neutre	Neutre	Neutre	Pilote-P	Pilote-P	Pilote-P	Pilote-P
Section 3 : Progrès des groupes témoins et pilotes sur les épreuves de maîtrise de l'écrit proposées en fin CP1 et fin CP2 ou début CP2 et fin CP2								
Lecture en une minute L1	Pilote-P		Neutre	Pilote-P	Neutre		Pilote-P	Pilote-P
Identification du mot écrit L1	Pilote-P		Neutre	Neutre	Neutre		Pilote-P	Pilote-P
Lecture en une minute Fr	Pilote-P		Pilote-P	Neutre	Pilote-P		Pilote-P	Pilote-P
Identification du mot écrit Fr	Pilote-P		Pilote-P	Neutre	Neutre		Pilote-P	Pilote-P
Section 4 : Différences entre les groupes témoins et pilotes sur les épreuves de maîtrise de l'écrit proposées en fin CP2								
Compréhension écrite L1	Neutre		Neutre	Pilote-P	Pilote-P	Pilote-P	Pilote-P	Pilote-P
Compréhension écrite Fr	Témoin-P		Neutre	Pilote-P	Neutre	Pilote-P	Pilote-P	Pilote-P
Orthographe L1	Témoin-P	Pilote	Pilote-P	Pilote-P	Pilote-P	Pilote-P	Pilote-P	Pilote-P
Orthographe Fr	Neutre	Neutre	Pilote-P	Pilote-P	Pilote-P	Pilote-P	Pilote-P	Pilote-P

Note : Fr : français ; deb/fin : début et fin ; Nr = effectif témoin ; Np = effectif pilote cases vides = relation non testée ; « neutres » = progression identique ou absence de différences entre les deux groupes ; « Témoin-R » = progrès en faveur du groupe témoin et réduction des écarts initiaux entre les deux groupes ; « Pilote - P » (case verte) = progrès ou différences en faveur des élèves du groupe pilotes ; « Témoin-P » (case rouge) = progrès ou différences en faveur des élèves du groupe témoin ; ? = cas particuliers

Conclusions

Overall positive and very encouraging results given the teaching contexts of the countries involved (cf *Opéra* report from Burkina)

Yet a low level of writing comprehension and skills obtained by the end of CP2

	Benin	Burkina	Burundi	Cameroun	Mali	Niger	RDC	Sénégal
Ortho fr	30%	27%	38%	41%	17%	17%	17%	21%
LUM	12%	20%	16%	18%	13%	20%	28%	35%
IME	44%	45%	37%	43%	38%	37%	50%	38%
Written comp.	27%		4%	16%	13%	26%		8%

Percentages of test success in French at the end of CP2
calculated from overall sample (control + trials) in each country

Recommendations

Work on the knowledge of letters and phonological awareness in the two languages (skills closely linked to student progress in trial groups through the effect of intra and interlanguage transfer on understanding writing)

reinforce acquisition of decoding/automatisation to improve written comprehension

consolidate measures for a time period of several years (chronologically variable dynamic of acquisitions, weakness of skills acquired to understand writing by students at the end of ce2 and provision of bilingualism research)

make bilingual assessments available to teachers so they can base the students' l2 acquisitions on their l1 competencies

train teachers in the advantages of bilingualism and in the culture of bilingual assessment

Raise awareness among families of the success of using l1 with french for their child's schooling (mismatch between positive questionnaire results and withdrawal from some elan classes).

Raise awareness among families and teachers of the importance of learning to read and write in l1, in order to better understand writing in l2.

Our results are in line with pascal 2014 recommendations : promoting pre-school and bilingual education, articulating in l1 and l2, reinforcing the learning of reading in cp

(This presentation was translated by Suzanne Atherton, United Nations volunteer translator)